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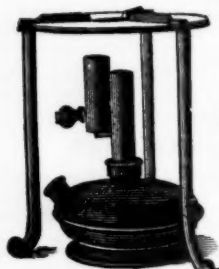
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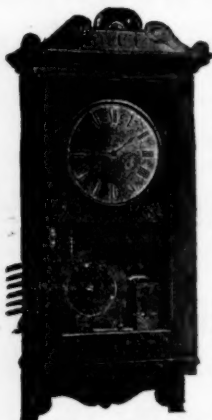
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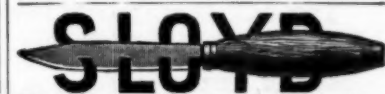
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A Weekly Journal of Education.

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For the Week Ending October 19.

No. 14

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The business department of THE JOURNAL is on another page.

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Anarchism in Modern Pedagogy.

THE JOURNAL last week contained an interesting sketch of Count Leo Tolstoi's views on school management. In Tolstoi's school, it was shown, the children are not subjected to any restraints whatever; they may learn or play as they choose and leave the school at any time they please. The teacher there must wholly rely upon his skill to secure the pupils' interest for the matter he wishes to present to them. The whole school, in fact, is an organization conducted on anarchistic principles that exclude exaction of obedience. The description reads well and there are probably some who see in it a picture of an ideal school community. But even the assurance that Tolstoi's school is a success will not lull a thoughtful educator into the belief that a school of this kind exerts a healthy educative influence upon the youthful minds.

Tolstoi's plan is not new. Rousseau proposed the same thing 132 years ago; he wanted Emile, his imaginary pupil, to be brought up in this way. Speaking of Emile's education at the age from twelve to fifteen years, for instance, he says: "This is also the time for accustoming the pupil, little by little, to give consecutive attention to the same subject; but it is *never constraint*, but *always pleasure or desire*, which should produce this attention. Great care should be taken that attention does not become a burden to him, and that it does not result in *ennui*. Therefore keep a watchful eye over him, and, whatever may happen, abandon everything rather than have his tasks become irksome; for how much he learns is of no account, but only that he does *nothing against his will*." Dr. William H. Payne rightly condemns this plan in the following note to his translation of this paragraph: "In the actual conduct of life the path of duty often crosses that of inclination and Emile will have a sorry preparation for living if he does not learn to bend his neck to the yoke of authority. This is a fundamental and fatal vice in Rousseau's ethical system, and he is here following the bias of his own disordered life." And the same may be said of Tolstoi's plan.

The child who has been allowed to have his way in all things will never be fit for the present civilization. The world does not wait for him to make up his mind whether or not to respond to its demands upon him. Each adult has certain obligations which he cannot escape, and if he has never learned to bow to anything he

will find life a most disagreeable road to travel. Thus on utilitarian or eudemonistic grounds the no-restraint plan is indefensible.

But even the much extolled "natural education" idea can hardly be sufficiently stretched to serve as a cloak. The mongrel term "natural" has in these days been given some needed limitations in pedagogy. It means no longer what Rousseau saw in it. The American child is not to grow up as a savage, but as a civilized being in a civilized community. He is born into a peculiar environment differing widely from that of a Fiji islander. But he is just as much dependent upon the conditions under which he is to grow up as the latter is upon those which limit his course. The demands of civilization cannot be evaded in the education of the one, any more than can the physical environment be disregarded in that of the other. The "natural" education of a child living in a civilized state, accordingly, is one that best prepares him for his destiny, and hence the same criticism that must be brought against Tolstoi's plan from a utilitarian or eudemonistic standpoint applies here with equal force.

The severest condemnation, however, that falls upon the "no-restraint" idea, is that it is entirely opposed to the fundamental principles of modern pedagogy. The educational aim of the present is to make the rising generation one of strong moral-religious characters. Hence it is particularly the understanding and the will which the educator seeks to develop and influence and lead to harmonious agreement. If a child at school is permitted to follow only his own instincts and inclinations, the attainment of such a result is quite impossible. He must learn to subject his desires and wishes to the authority of reason. Until his own reason is sufficiently developed that of the educator must supply what is lacking. Obedience to this authority must be obtained at any cost, and hence the need of *rational government*, supplemented by instruction and training which unite to broaden and deepen the child's insight into the moral-religious world, and at the same time so to develop and strengthen his will that it will be the truest expression of his inner self. The quaint old rule of Solomon holds good: "Bring up a child in the way he should go." Tolstoi would probably substitute for it the anarchistic maxim: "Let the child go wherever he pleases."

Lifelong habits are being formed in the days of childhood. What would be thought of a mother who should allow her children to run about unwashed and in ragged and soiled clothing? How much more does an educator deserve censure who instead of raising a warning hand and taking measures to stop or prevent evil, stands by while his pupils' souls are being tainted by the contamination of sinful intercourse and actions.

The Educational Spirit.

Man is an educable being. To be educated, in a measure means to comprehend his surroundings. The educational spirit is that of endeavor to know his surroundings—or, in short, the spirit of endeavor. The convention, mainly of young persons, of the Christian Endeavor Associations of the state of New York, lately held in Brooklyn, has a special meaning.

It is one of the series of movements that indicate a belief that more could be done beside what the school and church are doing, to build up the youth of the country. The school seems to lose its hold on youth when they are fourteen or fifteen years of age; the same may be said of the Sunday-school. There are a vast number, some in business and some not, who have been under the influence of teachers for a time, but who are now preparing to walk morally and intellectually alone, and as in the days when they first essayed to move on their little feet, they sway from side to side, often fall and are often sorely bruised.

This company, so vast when the entire country is taken into consideration, is at last to receive organized attention. And for many reasons it seems as though the teacher where a Christian Endeavor or a similar association exists must be a leading character in directing its operations. He cannot refuse to aid it, for it is really a sort of high school for his pupils that will not or cannot come under his control longer. True, it may not be just such a high school as he would choose for them, but it has the same main element after all—the spirit of Endeavor. To keep alive this spirit and properly direct it should be the great effort of those who assume to have the association in charge.

There is a lesson to be learned from the formation of such associations! (1) The recognition of Endeavor for Advancement as the basis and the tie which is to bind the members together is almost an inspiration. (2) It would seem that the teachers of the country should have originated such an association, but they did not. (3) The opportunity to continue their influence and hold on the youth of the community should be eagerly embraced—it is a godsend to them. (4) They should make themselves welcome and felt in these associations, for the weak spot in each is the need of trained workers, of those who *know the needs of youth*. (5) There should be plans for lectures and other things that would yield profit. The idea of the associations being a high school must not be lost sight of. If there is no library a "traveling library" can be obtained—the books being kept a month.

There is a hint in the formation of these associations of the coming future of education. It has been often hinted in these pages that by and by the business of the world will be Education. When the Thirteen States began their career little was thought about education. After a hundred years have rolled by it is apparent that one of the main functions of each state is that of awakening in the minds of its youth an endeavor for intellectual and moral advancement. This was seen to be only partially done by the schools and the churches, and a new department was organized to fill the gap. The formation of this society of youth mainly beyond the school and not incorporated into the church is to be hailed as a bright educational omen.

Col. Parker and Concentration.

BY A GERMAN REVIEWER.

(Dittes' *Pädagogium* is acknowledged to be one of the foremost German pedagogical journals. Its pages reflect the best of European thought on pedagogical questions. American teachers will hence be interested to read what it has to say concerning America's greatest contribution to theoretical pedagogics, Col. Parker's "TALKS ON PEDAGOGICS.")

"In 'TALKS ON PEDAGOGICS,' the professional pedagogical literature of not only the United States of North America, but of all the immense English-speaking world, has been enriched by a contribution of unusual worth. It constitutes the first attempt in the English language at a scientific presentation of the theory of concentration on a large scale, and furnishes a further demonstration of the welcome renaissance pedagogical literary effort beyond the ocean. The author, already known to advantage through his former works, 'Talks on Teaching,' 'How to Study Geography,' etc., through the above writing has assured himself a place of honor in the history of education and instruction,—wherefore we congratulate both him and the entire pedagogical fraternity of America. To attempt to enter in detail here into the rich content of the book must appear both superfluous and purposeless, since no extract, however skilfully adapted, is able to be an adequate substitute for the study of a work that manifests in every paragraph the lofty spirit of its author. Hence it is the exclusive purpose of the following observations to stimulate as large a circle as possible of the German school and teaching fraternity to seek a personal acquaintance with the work; our remarks, therefore, refer chiefly to the general pedagogical and literary conditions as a whole that have essentially influenced the character and significance of the book.

"Francis W. Parker is a type of the new generation in the realm of American literature, that, with unshaken faith in and a holy enthusiasm for their mission, are earnestly striving to take a definite and purposeful part in the educational work of our times. Such manifestations are of especial interest to us Germans, for the leading spirits of the great nation of the future are fully and clearly conscious that the thread of progress is to be caught up where, in time, the German mind appears to have laid it down. This fact appears in no other sphere so clearly as in the pedagogical. It is true, this historical process of culture can not be called especially cheering to us, and it must fill with pain and sadness at least that part of pedagogical Germany, that, in the dreary desert of a reaction that is pressing in from all sides, desires to preserve freedom of thought and the right of conviction, to be obliged to witness the German parliament defame, under the protection of a regime that is hostile to education, the 'Vienna teacher,' Dittes, the Berlin professor, Paulsen, and a dozen other most worthy men, while elsewhere imperishable altars are being erected to them, in that the fruits of their labors are being appropriated as the seed for a new and richer harvest. However, this fact at least affords the consolation, formal though it be, that the good and the true can suffer but a local and a temporary defeat. On almost every page, Parker's book stimulates such twofold reflections as these: It recalls vividly Horace Mann's celebrated 'Seventh Annual Report.' In fact, among the numberless sturdy men that have since then dedicated themselves to the advancement of education and culture in the new world, none has penetrated with loftier congeniality and greater success into the spirit of a Pestalozzi, Diesterweg, Herbart, Dittes, etc., than Francis W. Parker. None other has found so apt an expression for the occasion as he, whether he speaks of the great general principles of the sciences of pedagogy, or of the individual questions, of especial import for North America, touching 'text-books,' and the 'training of teachers,' etc. Everywhere the brilliant form corresponds to the bold flight of thought making comprehensible above all the great success which the book has achieved in the short period since its appearance in the fatherland."—A. E. SCHAEFFER, *Leipsic, Germany*.

Scientific Education.

It was not long ago that education was considered to consist mainly, if not entirely, in the acquisition of knowledge. But during this generation, and especially since the time of Horace Mann, it is being appreciated as being primarily the development of the faculties. The acquiring of information is an incident, not necessarily the end of kindergartens, schools, colleges, and universities. In consequence of this clearer apprehension of the object of education there has grown up the science of pedagogy. Training in the schools has become more consistent, and there is less bickering over what particular branches should be taught. From the standpoint of pure educational science, it does not so much matter what is taught, as what is the effect of that teaching on the pupil's mind. The mind is no longer treated as an empty vessel, to be filled as speedily as possible, but as a conscious personality, to be led to self development.

If information alone were the object, it would be a matter of considerable indifference at what time in the individual's life the needed quantity was dumped into it. The scientific view of education makes the case entirely different. Scientific education recognizes the physiological and psychological law that a certain period of life is the one when the mind takes what will probably be practically its final form. If it is not trained then, the difficulty of training is immeasurably increased, if proper training is not altogether defeated. These ideas of the modern educational world are not new. They have been thought out many times in the hard school of practical experience by many an educator, who has felt how great was his duty to those intrusted to him. Such ideas were in the mind of every Arnold who made a great name for himself as a stimulator of the young. What is better now than in the past is that the acceptance of these views is not confined to a few teachers, but has leavened the whole pedagogic lump.

The hold that the science of education has upon the teaching world is shown by the fact that studies are now pursued with the direct object of mental discipline, and the imparting of mere knowledge is held to be a failure unless it awakens sufficient curiosity to induce the pupil to ask for more. Nor is it the mind alone which is thus rationally treated. The faculties of the senses are trained as well and sharpened, and it is in this latter department that educational science is making some of its greatest strides forward.

When it is asserted that the development of the faculties is the chief end of education it must not be assumed that the acquirement of information is condemned; on the contrary it is largely through its systematic acquisition that the development sought is attained. Information is the necessary means by use of which the organization of the brain is made to grow larger and more complex and the correlation of nerves made more accurate.

—Des Moines Leader.

Literature in the Primary Schools.*

By ELLEN E. KENYON.

The very general neglect to trace defects in adult character to their causes in early influences, is responsible for the neglect of literature in the work of primary schools. High school teachers of reading complain that their pupils cannot read with *meaning*. There is no appreciation of either pathos or humor in their more delicate shades—those touches of literary art that thrill the scholar. Comedy and tragedy are read in the same tone of voice. A newspaper joke brings a smile, or a cheap sentimental verse a tear, to the eyes of these

young readers, but the best humor of Shakespeare, and the holy rhapsody of the Psalms are lost upon them. In short, they can call words, but cannot *read* anything above the commonplace. This is said to be true of the average high school pupil. "What a pity!" sighs the lover of literature; and it does seem sad indeed that these rightful heirs to all of America's spiritual riches should show so little sign of coming into their inheritance at an age when the emotions should be most responsive. Cultivation of the literary sense means training to mental fineness. The cultured mind quivers to the subtleties of meaning that hang upon the turning of a phrase as the heart of a music lover to some appealing strain in song, or the art connoisseur's to some revelation upon canvas. What is it that keeps our grown boys and girls from being connoisseurs in literature? They have read, under *instruction*, for more than eight years—why have they not learned to read the best books appropriate to their years?

Those familiar with our school courses and with prevalent methods of teaching know why. The children are not habituated to high thought and classic text. Newspaper and vernacular slang is their familiar element, and the cheap themes of the ordinary school-reader, the Sunday-school library, and the weekly story paper have engaged and exercised their minds, almost to the exclusion of that world of high delight to which the inspired pens of the ages invite them.

"But," say the publishers of school readers, "we give examples of good literature as fast as there are words enough known to the pupils. Standard writings are too difficult for school readers below the fifth or sixth." Passing over the fact that this is a sad commentary upon teaching methods, this slow command of words, let me keep to my province and speak of the dreadful *deprivation* to the children of good literature, even in the primary grades.

Think of the beautiful myths that come like rays of starlight out of the long ago, lighting up the romantic dimness of the ancient world and teaching children at an early and susceptible age their ancestry. Think of the child-life all over this world of to-day that might be made to pass in continuous panorama before the interested young minds if only they knew enough *words* and how to spell them. Think of the heroes and heroines of history, whose stirring adventures and sacrifices might teach them to do nobly that which falls to their own part in life. Think of the heroes and heroines of great fiction, the immortal Don Quixotes and Little Nells, and Princess Idas, and Hiawathas, that typify human character and hopes and conditions. All well-furnished minds carry these character-types with them as helpful companions through the vicissitudes of life. In the "winter of our discontent," who comes up to tap us on the shoulder and remind us of our blessings but Mark Taply, who could find no "credit in being jolly" until he got to the fever-stricken marsh and was left a solitary nurse with a solitary and raving patient; or Robinson Crusoe, who, left to the most hopeless condition, perhaps, that a well man can know, still found courage to balance the ills of his estate against its blessings and find cheer in the result? Next to the living associates that warm the life and mold it for better or worse, we should expend care on the selection of these friends, consolers and monitors that come out of literature, and stay with us so unobtrusively, never intruding upon occasions with which they have no relation, but always floating into consciousness in times of need. Yet the time that might be spent in introducing the small boy to Dick Whittington, who would be a lifelong standby in times when adversity discourages effort, is commonly given to the mumbling over of some cheap composition that serves alone as a word study. Standard fiction should be *read* to children until they are able to mine its treasures for themselves; and they should be given as rapidly as possible the power to read it independently.

The close relation of literature to *everything else* that

*Read before the Department of Pedagogy, of the Brooklyn Institute of Arts and Sciences, Oct. 9, 1895.

makes up our lives and consequently to everything studied at school is a fact of great practical value to the teacher. A lesson on snow, closed with the reading of Tyndall's beautiful description of the Alpine birth of a snowflake and its journey to the Gulf of Mexico, is rendered thrice more effective than any dull informational lesson could be alone. And then the *correlating* force of these telling selections from literature—appealing thus from the mere object lesson to geography—teaching morals and æsthetics along with physics! They might indeed be characterized as a sort of educational cement, binding all subjects together and making all education one.

All literature whose main thought is within the child's easy reach should be drawn upon to strengthen these connections. Those selections whose wording is much beyond the limits of his reading vocabulary should be read to him and discussed in class. Those nearly within his grasp as a reader should be read by him, though they displace the regular reading lessons. Careful preparation should be made for these readings. The teacher in any primary class knows *about* what words are familiar to her children. She should familiarize the others through blackboard instruction, before giving the composition as a reading exercise. Peculiar phrases and figures of speech, also should be introduced in advance, so that the text may carry the thought smoothly. The great dread should be lest the *taste for reading* should be weakened by a too arduous struggle with its difficulties. If the selection cannot be produced in a sufficient number of copies to go around the class one copy may be passed and the pupils exhorted to clear enunciation (an excellent exercise and under the right motive—the wish to make others hear) or the blackboard may be used to present the piece to the whole class at once. Often, a boy's printing press or a teacher's hectograph may be utilized in making copies for distribution.

A teacher who has all readers of her grade at her disposal has a good beginning of an equipment for teaching primary literature. A second reader should be all literature. A first reader should contain some. By selecting, the free teacher may avoid trash-reading altogether.

Children should begin early to know the *authors* of their literary gems. The story of Mother Goose herself is quite as interesting as any of the old lady's lively jingles.

Avoid the overdrawn. The story of Casabianca strains the ethical sense. Perhaps that is why, despite its truth, it has been turned to ridicule. The small boy puts himself into the hero's place and reasons with him, "If my father wants me to stay here and burn, now that nothing can be saved by my death, he is a wicked man and I will not obey him."

Jack the Giant Killer is not to be classed among the overdrawn. It is *symbolic* of little Right against big Might. I believe there is a place for it in child culture. I speak as an Evolutionist, but have no time here to defend my point.

The important thing to be said in relation to literature for primary grades is, first, that the primary teacher should inform herself of all the sources of standard literature for children, keep a list of all good stories and poems that may, sooner or later, connect with her school subjects, compile a scrap-book of ready material of this kind and take some such magazine as *St. Nicholas* for current literature; and second, she should use this material as a means to an end, as other interests appeal to it, and not for its own separate culture value alone. There is not a subject taught during the day that may not be better taught through an appeal to its literature. Correlation is the secret of *forceful* teaching. The selections should be sometimes read *ful* the children, and sometimes read *to* the children according to their power or lack of power to command the printed words. The shorter, pithier, more pleasing, and more elevating should be memorized.

Reading and History.

(Part of paper prepared for the Connecticut State Teachers' Association which is to meet at New Haven, Oct. 18, 1895, by Prin. W. F. Gordy, Hartford.)

In almost all the public schools of this country, systematic work in our national history is postponed to the last year or two of the grammar school course, when nearly or quite three-fourths of the children have left school. Now when it is realized that this seventy five per cent. comes from the least intelligent class of people, very many of them in city populations of foreign parentage, the omission appears all the more culpable, and dangerous to the stability of republican institutions.

French children attend French schools; English children, English schools; Prussian children, Prussian schools. For the most part, in each of these countries, the children are one in language, opinion, and tradition. They have common instincts; they have been taught to love a common flag. But in our country such is not true. While England, France, and Prussia begin with unity, the United States begins with diversity. Much of the legitimate work of American schools must be devoted to assimilating the various foreign elements into a homogeneous solidarity.

Nor is immigration responsible for all our social and political ills. The "bad citizenship of good citizens" must bear much of the burden of blame. As a people we are lacking in civic spirit, except when facing great emergencies, which are themselves often the outcome of our own self-seeking devotion to private interests. The prime motive of the public school system, which is acknowledged on all sides to be a political necessity, should be the teaching of personal responsibility to society. And since at least one-half the children throughout the country remain in school no longer than four solid school years, and three-fourths five years, the training in love for national heroes and in the real spirit of our national history and institutions is not likely to begin too early.

This training in the lowest primary grades will assume the form of simple story telling supplemented by reading lessons. Characteristic stories of heroic men and women should be prominent, because the pictorial and the dramatic appeal to children and help them to *feel* the meaning of history. These stories, preserved largely because they symbolize so much of truth in life and character, not only inspire children by bringing them into sympathetic touch with the nation's heroes, but often suggest dominant motives and indicate reasons for masterful leadership. They sometimes become the poetry of history by symbolizing the spiritual forces lying at the foundation of all real progress.

It is needless to urge the value of pictures in this work. A good picture intelligently used will often tell more than pages of printed description.

Many of our best patriotic poems should be memorized and studied. In all cases a careful outline of the historic setting should come first. The learner will then be in a much better mood for appreciating and appropriating the spiritual meaning embodied in poetic form and expression. A good patriotic poem, rightly understood, will do more to make good citizenship than the cramming of pages of dry, undigested facts.

America, Barbara Frietchie, Hail Columbia, The Star Spangled Banner, Independence Bell, Paul Revere's Ride, The Landing of the Pilgrim Fathers, Sheridan's Ride, and Drake's American Flag, are recommended. These nine poems, beginning with America in the first primary year, and taking them in the order given, furnish one for each year below the high school. Several of them have a direct reference to the "Stars and Stripes," whose significance as symbolizing the noblest ideal of American citizenship, every boy and girl throughout the land should clearly apprehend.

The declamation of the masterpieces of American oratory is also heartily recommended. This work has a fitting connection with the reading hour. Much of the soul of literature, whatever its form, oratory, poetry, history, or biography, can most easily be communicated from heart to heart through the sympathetic agency of the human voice. Let it ever be remembered that we are to teach not facts alone but life. Disconnected, unrelated facts will always be dead, but real history is a thing of life, full of warmth and color and throbbing with energy. If the orator and the *occasion* explanatory of the oration come within the mental horizon of the pupil, the realizing sense of history must be quickened.

Beginning with simple story telling and reading lessons in the first and second primary grades, the work in the subsequent years expands into the use of topics carefully selected with reference to chronological and geographical* relations, and, later, with some suggestions of the logic of historic development. Of course the writer has in mind that informal work in American history which can rightly be taken up in connection with the reading hour. It is not difficult, with the proper reading material at hand, to select such topics and groups of topics as shall serve to

*I have not discussed the intimate relation between geography and history, but would suggest the constant use of the map to *localize* every event.

typify and illustrate the significant features of American history. Such historical material will be just as useful for teaching reading and language as the fragmentary selections making up the bulk of the average modern school reader. Moreover, the child in reading, talking, and writing about these stimulating facts, is getting invaluable knowledge of history and a real insight into the meaning of life.

The Roman numerals in the following lists indicate the lowest grade for which the book is suitable. It is assumed that there are nine grades below the high school.

A COURSE OF SUPPLEMENTARY READING IN U. S. HISTORY.

Dodge.	Stories of American History, Lee & Shepard, net,	\$0.30	IV
Pratt.	American History Stories, Educational Pub. Co., 4 vols., each, net,	0.30	IV
Eggleston.	First Book in American History, American Book Co.,	0.60	V
Montgomery.	Beginner's Book in American History, Ginn & Co.,	0.60	V
Ellis.	Makers of Our Country, John E. Potter & Co.,	0.60	VI
Scudder.	Short History of the United States, Sheldon & Co., net,	0.60	VI
Higginson.	Young Folk's Series, Lee & Shepard, 8 paper numbers, each,	0.12	VII
	Historical Classic Readings, Maynard, Merrill & Co., 10 paper numbers, each,	0.12	VII

Much oral language should be connected with the reading lessons. When the facts are in this way made familiar, then, and not till then, should follow the written language lesson. The first aim should be to get simple statements; the second, simple questions; the third, questions followed by answers in complete statements; and the last, to which the first three looked forward, narrative. In this brief statement is outlined the work of months, and even of years.

In the fourth year topical outlines, in connection with paragraphing, should begin, with the aim of giving the pupil the ability, before passing from the sixth grade, to make out, unaided, plans for his essays. No work will be more effectual for training in the systematic and orderly arrangement of ideas and in clearness of thought and expression.

Historical poetry and fiction best set forth in artistic form the spiritual, which is the dominant element of history. Social institutions are the expression of man's larger self-hood. History has its origin in man's heart and will, and the real artist, in poetry or fiction, can seize upon past ideals—industrial, social, political, and moral—and so portray these ideals so as to reproduce the life and spirit of other times. For this reason the poet and the novelist are often the best writers of real history, because they can more easily introduce to us those finer and more subtle forces that explain purpose and action, in private and in public life.

I would therefore urge the use of historical fiction and poetry in connection with the reading hour. Most of this material will find place only in the pupil's home reading, although some of it may be employed in the reading hour at school. The right use of the reading hour, from the lowest primary to the highest grammar grade, will constantly tend toward the following results: (1) The ability to interpret thoughts expressed in written or printed word-symbols and to speak and write with clearness and accuracy; (2) Some knowledge of good literature, including history, biography, poetry, oratory, and fiction, and a taste for good reading; and (3) An acquaintance with heroic lives, as a stimulus to the formation of noble ideals. I have given these results in the order of their value, reserving the most important till the last. The teacher will find a rare opportunity in offering suggestions and directions on home reading.

UNITED STATES HISTORICAL FICTION.*

Henty.	Under Drake's Flag (Exploration), Scribner.	\$1.00	VI
Munroe.	Flamingo Feather (Huguenots in Florida in 1564), Harper.	1.00	VI
Austin.	Standish of Standish (Pilgrims), Houghton & Mifflin.	1.35	VIII
Henty.	With Wolfe in Canada (Last French War), Scribner.	1.00	VI
Cooper.	Last of the Mohicans (Last French War), Crowell.	.50	VII
Seawell.	Paul Jones (Revolution), Appleton.	1.00	VI
Harte.	Thankful Blossom (Revolution), Houghton & Mifflin.	1.00	VII
Henty.	True to the Old Flag (English Side in Revolution), Scribner.	1.00	VII
Hale.	Philip Nolan's Friends (Purchase of Louisiana), Scribner.	1.50	IX
	Man Without a Country (Burr's Treason), School Edition.	0.25	IX
Bynner.	Zachary Phips (Burr's Expedition, War of 1812, and Seminole War), Houghton & Mifflin.	1.25	VIII
Seawell.	Decatur and Somers (Navy 1800-1810), Appleton.	1.00	VI
	Little Jarvis, " "	1.00	V
Eggleston.	G. C. Signal Boys (War of 1812), Putnam.	1.25	V
	Captain Sam, " "	1.25	V
	Big Brother, " "	1.25	V
Butterworth.	In the Boyhood of Lincoln (Life in Ken-		

*This list is short, containing only one or two novels on each period illustrated.

	tucky and Indiana in early part of this century). Appleton.	1.50	VI
Page.	In Ole Virginia (Virginia in Slavery Days). Scribner.	1.25	VII
Stowe.	Uncle Tom's Cabin (Slavery). Houghton & Mifflin.	1.25	VI
Goss.	Tom Clifton, or Western Boys in Grant and Sherman's Army. Crowell.	1.50	VI
Henty.	With Lee in Virginia (Southern Side in Civil War). Crowell.	1.00	IX
Trowbridge.	Cudjo's Cave (In Tennessee, at beginning of Civil War). Lee & Shepard.	1.50	IX
	Three Scouts (Civil War). Lee & Shepard.	1.50	VIII
Stoddard.	Battle of New York (Draft riot in New York and battle of Gettysburg). Appleton.	1.50	VII
Jackson.	Ramona (Treatment of Indians). Roberts Bros.	1.50	IX

POETRY FOR SUPPLEMENTARY READING.

The Song of Hiawatha, Longfellow.	Houghton & Mifflin.	\$0.40	IV
Courtship of Miles Standish, " "		0.15	VII
Grandmother's Story, Holmes.		0.15	VII
Evangeline, Longfellow.		0.15	VII

BIOGRAPHY AND HISTORY FOR HOME READING.

Moore.	Pilgrims and Puritans, Ginn & Co.	\$ 0.60	V
Watson.	Boston Tea Party, Lee & Shepard.	.30	V
Blaisdell.	Stories of the Civil War, Lee & Shepard.	.30	V
Johannot.	Stories of Our Country, American Book Co.,	.30	IV
Scudder.	George Washington, Houghton & Mifflin.	.75	VI
Coffin.	Old Times in the Colonies, Harper.	3.00	VII
	Boys of '76, " "	3.00	VII
	Building the Nation, " "	3.00	VII
	Drumbeat of the Nation, " "	4.00	VIII
Bolton.	Famous American Statesmen, Crowell.	1.50	VIII
Sanford.	History of Connecticut, Scranton.	2.00	VII
Fiske.	War of Independence, Houghton & Mifflin.	.75	VII
Custer.	Boots and Saddles, Harper.	1.50	VII
Wright.	Children's Stories in American History, Scribner.	1.25	VI
	Children's Stories of American Progress, Scribner.	1.25	VI
Coffin.	Abraham Lincoln, Harper.	2.40	VII
Franklin.	Autobiography, Effingham, Maynard & Co.	.30	VIII
Loring.	Two Spies, Appleton.	2.00	V
Drake.	Making of New England, Scribners.	1.50	VII
Cooke.	Stories of the Old Dominion, Harper.	1.50	VI
Parkman.	Montcalm and Wolfe, 2 Vols. Little & Brown.	3.00	VIII
Grant.	Personal Memoirs, 2 Vols. Webster.	7.00	VIII

†There are other poems bound with this in same number.

Geographical Reading.

(Part of a paper prepared by Dr. J. A. Graves, principal of South School, Hartford, for the meeting of the Connecticut State Teachers' Association, at New Haven, Friday, Oct. 18, 1895.)

Taking it for granted that the teacher has access to a reasonable number of books suitable for geographical reading, how is she to use them to the best advantage? Suppose, for example, that a class of children twelve years old are taking up for the first time the study of Holland. First of all there will come a careful study of the country in its local and physical relations to the neighboring regions and to the whole of the vast plain of which it forms a small part. This work will be done from relief maps, models, text-books, and wall maps. Then will follow a detailed study of the physical and climatic conditions of the country itself, as a basis for the study of its people, which is to follow. This will include whatever may be found in the text-book concerning the people, their character, customs, habits, occupations, education, government, language, and religion. Here the teacher will be met by a dearth of material for the work in hand. But in such works as in Mary Mapes Dodge's "Land of Pluck," or in her inimitable "Hans Brinker," the child will find the spirit of the people, their mode of life, dress, customs, and characteristics, fully and accurately portrayed, and made more interesting to the young reader by their association with the doings of a spirited group of young people. Again, in Knox's "Boy Travelers in Northern Europe," or Scudder's "Mr. Bodley Abroad," and "The Bodley Grandchildren in Holland," will be found a wealth of vivid description, interesting anecdotes, and pictorial illustration, which will confirm and deepen the impressions already made in the mind of the child. Boughton's "Sketching Rambles in Holland" is somewhat more mature, but will greatly interest the older children in grammar schools. These and other books of similar character will give the pupil such ideas of the peculiarities of Holland as a country, and of the striking characteristics of the Dutch as a people, as no amount of text-book study could ever do. The thorough study of the physical and climatic features of the country furnishes the background for the mental picture; from geographical reading must be derived most of the details which will render the picture a completed work. If the school is supplied with a set of "World and its People," the chapter on Holland from "Modern Europe" should be read and thoroughly discussed.

If any other geographical reader is available, the part describing the country under consideration should be treated in the same way. Pupils should be led to express freely their own ideas in regard to the country and its inhabitants. By thus framing ideas which are based on the thoughts and observations of others, they will be trained to observe for themselves and to shape their

observations into intelligent forms of expression. Class reading should usually be accompanied or followed by free and full discussion of the matter read. Children should be encouraged to ask reasonable questions, to express their opinions, to propound their difficulties, and to offer any additional information on the topics under consideration. Much of the reading outside of the geographical readers may be assigned for silent reading or home work, but in such cases care must be used to see that the matter thus assigned is easily within the comprehension of the children. This means that the leading ideas and ordinary language of the book are easily understood of the reader. In nearly all cases reproduction of some kind, oral or written, must be insisted upon. This will be found necessary both to prevent a possible slighting of the task and to fasten the impressions received from the reading. The work outlined above may be long or short according to the time allowed for the study of the country. It may be compressed into the space of a week or it may be easily extended to include the geography lessons of a whole month. The golden mean in time would lie between these two periods.

Other countries can be taken up with greater or less detail according to the amount and kind of supplementary reading available for each country. If this were meager, the work would necessarily conform more closely to the limits of the text-book; if it were abundant for any country, it would be desirable to make an intensive study of that country, even if others appeared to be neglected in comparison. It is not practicable in the time given to geography in our grammar school courses to make this intensive study of many countries other than our own. Let the teacher decide which countries she will handle in this way, keeping in mind the age and mental condition of the class and the material at hand for her work.

A very important consideration relates to the kind of books that may be used for geographical reading. Their name is legion, and there is a wide opportunity for selection, yet on the proper choice of books must depend the results of much of the work in geography. What qualities must be inherent in a book in order to adapt it for use as supplementary reading? First and perhaps most important of all, the element of interest must be found. A dry and uninteresting book is of little or no use for our present purpose. The book for us must be sufficiently attractive to hold the attention and awaken the interest of the reader. A second element which must be found in every suitable book is accuracy and vividness of description. A book may be interesting, even fascinating, and yet be wholly unreliable, in which case it is not to be placed on our lists for supplementary reading. A third feature of the most desirable books will be shown in the skill of the author in selecting important and striking characteristics of people and places.

It is taken for granted that every book on our list is written in pure and wholesome English, that it contains no objectionable illustrations or incidents, and that its language is easily intelligible to children; in short, that it is good literature. Many works of travel are not free from all of these objections. Many devote too much space to stories and anecdotes of a more or less doubtful character. Others contain too much description of a technical or special character to be of interest to the ordinary reader. All these and many other objections must be guarded against by those who are entrusted with the duty of selecting books for supplementary reading for children. It should be particularly kept in mind that books which please adult readers may not be well adapted to the taste and mental development of children. A good test of a book is to have it read by a few intelligent pupils of suitable age and ability, and to have them criticise and pass judgment upon it. The teacher can usually decide from their criticisms whether the book is suitable for the purpose or not.

Few schools can afford to buy and maintain a suitable library of geographical reading. Beyond the purchase of sets of geographical readers and a few standard works of reference most schools cannot go. It becomes the duty of every town to maintain in its public library a department devoted to geography. This should include the newest and most desirable books of travel, novels which describe particular localities, poems of places, descriptions of famous cities, and similar suitable material. The best books should be represented by ten or more copies for school use. Frequent bulletins should be issued to the schools describing the books to be found for the study of particular countries, and in every possible way the libraries should be connected with the school work in geography.

For supplementary work in geography nothing has been published in this or any other country so good as the two series of geographical readers issued by Silver, Burdett & Co., and Lee & Shepard, of Boston. The former house publish "The World and Its People," a graded series in five volumes, commencing with the pupil in his second year in school, and accompanying him through his eighth year. In the first and second books of this series, the beginnings of geography are set forth in such a way that the child cannot fail to be charmed with the outlook. The higher books, "Our Own Country," "Our American Neighbors," and "Modern Europe," are adapted to the increasing growth and needs of the pupil as he advances in mental development and in the study of geography. King's "Picturesque Geographical

Readers," published by Lee & Shepard, is a series of the highest merit. The books are delightfully written, well printed, and beautifully illustrated. The first book, "Home and School," treats of the foundations of geographical study in a way very interesting to children and very helpful to teachers. The second book, entitled "This Continent of Ours," is a study of the American continent brought down to the comprehension of children in the fourth or fifth year of school life. The remaining three books of the series describe our own country, its industries, commerce, people, natural scenery, noted cities, with a wealth of detail and interest impossible in any series of text-books. These two series of readers are vastly superior to the similar series published in England, not only because of the attention given to our own country, but by reason of their better mechanical execution. Every school should own full sets of each of these ten volumes for class use in connection with the work in the text-book. They form a good geographical library in themselves, and they are the first books to be purchased after the class has been supplied with a good text-book. If for any reason a good text-book is not to be had for the class, these geographical readers, with the help of wall maps and an enterprising teacher, will form a very acceptable substitute.

For the first beginnings of geographical reading or study, in the second or third primary year, no book promises better results than Long's "Home Geography," recently published by the American Book Company, of New York. This is an exceedingly useful and helpful little book, both to teacher and pupils. It is suited for pupils who can read in the second or third readers. For older children, Hall's "Our World Reader No. 1," published by Ginn & Co., Johnnot's "Geographical Reader" (American Book Co.), Rupert's "Geographical Reader" (Leach, Shewell & Sanborn, Boston), Frye's "Brooks and Brook Basins" (Ginn & Co.), are all desirable and useful. The three books first named are more extensive in their aims than those previously described, and can be used with much more latitude than the books of a graded series. In contrast with those, however, the interest suffers from the lack of continuity in the narrative. Books made up of selections from different authors on all sorts of subjects have a distinct value of their own, but do not compare in interest and attractiveness with those which treat continuously of connected topics.

Of particular value for beginners in geography are Miss Andrews' little books published by Ginn & Co., "The Seven Little Sisters," "Each and All," and "The Stories Mother Nature told her Children." Children seem never to weary of these books. "Ten Boys who Lived on the Road from Long Ago to Now," by the same author, is a succinct account of the development of the Anglo-Saxon race from its remote past to the present time, and affords great interest to children sufficiently mature to comprehend the migrations and changes through which our race has passed. After these will come Kirby's "World by the Fireside," and "Annt Martha's Corner Cupboard" (T. Nelson & Co.), Olive Thorne Miller's "Little People of Asia" (E. P. Dutton & Co.), Yonge's "Little Lucy's Wonderful Globe," and Winslow's "Children's Fairy Geography." Every school should, if possible, own at least one copy of each of these books. The Andrews books are excellent for supplementary reading and might be bought instead of third readers, and the others are suitable as substitutes for the regular reading books. Many of these books are published at prices which bring them within the reach of all schools which buy supplementary readers, and there is no reason why they should not be bought and owned by the children themselves, instead of the second, third, or fourth readers, which pupils are usually compelled to purchase. They have more permanent value than the readers, and they cost no more at the first.

LIST OF BOOKS FOR GEOGRAPHICAL READING.

THE WORLD AND ITS PEOPLE.		Silver, Burdett & Co.
Book I.	First Lessons.	36 cents.
Book II.	Glimpses of the World.	36 "
Book III.	Our Own Country.	30 "
Book IV.	Our American Neighbors.	60 "
Book V.	Modern Europe.	60 "
PICTURESQUE GEOGRAPHICAL READERS.		Lee & Shepard.
By Charles F. King.		
Book I.	Home and School.	50 cents.
Book II.	This Continent of Ours.	50 cents.
Book III.	The Land We Live in, Part I	56 "
Book IV.	" " " " " Part II	56 "
Book V.	" " " " " Part III	56 "
WORLD AT HOME READERS.		T. Nelson & Co.
Book I.	School and Playground.	25 cents.
Book II.	Size and Shape of the World.	30 "
Book III.	England and Wales.	50 "
Book IV.	British Islands, Canada, Australia.	75 "
Book V.	Europe.	75 "
Book VI.	The World, especially British Colonies and Dependencies.	75 "
Home Geography.		25 cents
By C. C. Long.		American Book Co.
Our World Reader.		50 cents
By Mary F. Hall.		Ginn & Co.
Brooks and Brook Basins.		58 cents
By Alex. E. Frye.		Ginn & Co.
Old Mother Earth.		36 cents
By Josephine Simpson.		W. Beverley Harrison.

THE JANE ANDREWS SERIES.		<i>Ginn & Co.</i>
Seven Little Sisters.		50 cents.
Each and All.		50 "
Stories Mother Nature Told Her Children.		50 "
Ten Boys.		50 "
Aunt Martha's Corner Cupboard.		60 cents
The World by the Fireside.		\$1.75
The Wonders of the Sea.		\$1.75
By Mary and Elizabeth Kirby.	<i>T. Nelson & Sons.</i>	
Little Lucy's Wonderful Globe.		50 cents
By Miss C. M. Younge.	<i>Macmillan & Co.</i>	
Children's Fairy Geography.		\$2
By E. F. Winslow.	<i>James Pott Co.</i>	
Around the World with the Travelers, or Pen Pictures		65 cents
in Geography.	<i>Leach, Shewell & Sanborn.</i>	
By W. W. Rupert.		\$1
Footprints of Travel.	<i>Ginn & Co.</i>	
By M. M. Ballou.		\$1
A Geographical Reader.	<i>American Book Co.</i>	
By James Johannot.		60 cents
Old Ocean.	<i>Interstate Publishing Co.</i>	
By Ernest Ingersoll.		\$2.50
Little People of Asia.	<i>E. P. Dutton & Co.</i>	
Olive Thorne Miller.		60 cents
Geographical Reader and Primer.	<i>American Book Company.</i>	
Children of the Cold.		\$1.25
By Lieut. Schwatka.	<i>Cassell & Co.</i>	
Hans Brinker, or the Silver Skates.		\$1.50
By Mary Mapes Dodge.	<i>Scribners.</i>	
THE BOY TRAVELER SERIES.		Each vol. \$3
By T. O. Knox.	<i>Harper & Brothers.</i>	
To Japan and China.		In South America
To Siam and Java.		To Great Britain and Ireland.
To Ceylon and India.		In Australia.
To Egypt and the Holy Land.		In Mexico.
Through Africa.		In Northern Europe.
In the Russian Empire.		In Central Europe.
On the Congo.		In Southern Europe.
THE FAMILY FLIGHT SERIES.		Each vol. \$1.75
By E. F. Hale.	<i>D. Lothrop Co.</i>	
Through Mexico.		Through Spain.
Around Home.		Through France and Germany.
Over Egypt.		
THE ZIGZAG JOURNEYS SERIES.		Each vol. \$1.50
By Heskiah Butterworth.	<i>Estes & Lauriat.</i>	
Zigzag Journeys on the Medierranean.		In the Levant.
On the Mississippi.		In Acadia and New France.
In Australia.		In Northern Lands.
In the Great Northwest.		In the Occident.
In the British Isles.		In the Orient.
In the Antipodes.		In Classic Lands.
In India.		In Europe.
In the Sunny South.		
Left on Labrador.		\$1.25
Off to the Geysers.		1.25
On the Amazon.		1.25
By C. A. Stephens.	<i>Porter & Coates.</i>	
Adventures in the Great Forest of Central Africa.		\$1.75
By Paul Du Chailu.	<i>Harper & Brothers.</i>	
KNOCK-ABOUT CLUB SERIES.		Each vol. 1.50
By F. A. Ober and C. A. Stephens.	<i>Estes & Lauriat.</i>	
In Search of Treasure.		In the Everglades.
On the Spanish Main.		In the Tropics.
In North Africa.		Along Shore.
In Spain.		In the Woods.
In the Antilles.		
Travels in Mexico.		\$1.75
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THREE VASSAR GIRLS SERIES.		Each vol. \$1.50
By Mrs. E. W. Champney.	<i>Estes & Lauriat.</i>	
In the Holy Land.		Abroad.
In the Tyrol.		In England.
In Switzerland.		On the Rhine.
In Russia and Turkey.		In Italy.
In France.		In South America.
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The Mountains of California.		\$1.50
By John Muir.	<i>Century Co.</i>	
TRAVELS OF BAYARD TAYLOR.		Each vol. \$1.50
	<i>G. P. Putnam's Sons.</i>	
Views Afoot.		By-Ways of Europe.
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Northern Travel.		
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THE BODLEY BOOKS.		Each vol. \$1.50
By Horace E. Scudder.	<i>Houghton, Mifflin & Co.</i>	
The Bodleys on Wheels.		The Bodleys Afoot.
Mr. Bodley Abroad.		The Bodley Grandchildren in Holland.
The English Bodley Family.		
The Viking Bodleys.		

Letters.

The Teaching of English.

Your paper has done a great deal to advance the cause of education and to elevate teaching into a learned profession. It has moved in the van of educational progress and given its powerful support to every educational reform. Therefore I would now request you to open your columns to writers on the best methods of teaching English; for it is an admitted fact that our own tongue is worse taught, all over the United States, than any other subject. As a rule the mathematical branches are well taught; and the same may be said of natural science and of the dead and living languages. But as regards English the teaching is wretched; even in the great colleges it is deplorably bad.

In the great cities of the United States, with their vast foreign population, the necessity for normal instruction in English is imperative. It has come under my own observation that a brilliant pupil of German or Italian parentage will pass an excellent examination in arithmetic and in the technicalities of English grammar and utterly fail in English composition. Beginning a course of instruction, deficient in his own language it is almost impossible for the pupil to make up the loss. Every experienced instructor knows that next to the development of mental power and high character the chief aim of the teacher is to make the student able to speak and write his own language with fluency and correctness. His mathematics will make him clear and logical, his Latin and Greek will increase his vocabulary, and his natural science will furnish material for conversation. So that we might say that nearly all the branches in a curriculum are radii converging to common center which is a complete mastery of the English language.

But before we attempt to cure we must diagnose the disease. What then are the evils in the present system of teaching English in the United States and Great Britain? Strange as it may seem, the chief evil is the teaching of English grammar by means of a text-book. The book is put into the pupil's hands at too early an age. What does he—what can he know about Syntax and Prosody? How can he recognize the nice distinctions between the imperative mood and the potential? or between the first future tense and the second future? Indeed there are many points in the English grammar concerning which the grammarians themselves widely differ. After the definitions so difficult to define, come the parsing and analysis so full of pompous phrases and high sounding words. The pupil may have devoted two or three years to the iteration of an unmeaning jargon, and yet not be able to write a simple letter on a common subject or to speak three sentences in correct English. At an advanced stage in the study of English, a good text-book in grammar will be of great assistance; but in the early stage it is a hindrance.

The question then becomes, How should we begin to teach English? Begin with the word. Swift's definition of good style is, "The right word in the right place." Teach the child to build the sentence from the subject—the subject of discourse. Take, for example, the word *boy*. What does the boy do? The boy plays. Here we have a proposition—a sentence—an assemblage of words making sense. And what is grammar after all but the science of the sentence. Let the child write a multitude of names of things, as man, woman, horse, dog, cow, etc., etc., and then let him know that names are *nouns*, nouns are names, until the two words become in his mind synonymous. Proceed to ask, what does the man do? What does the woman do? What does the horse do? The man reads. The woman talks. The horse eats. What the noun does is a verb or predicate. Hence reads, talks, eats are verbs. A great many of these simple sentences should be written by the pupil. What is barely suggested or outlined above should be continued perhaps for weeks. The fundamental part of all good teaching is necessarily slow. When this is thoroughly done the subsequent instruction may be very rapid. The trouble with many teachers is that they have not the patience "to make haste slowly" in the beginning. But let us go back to the sentence, The boy plays. What kind of a boy is he? A good

boy. The good boy plays. The good boy plays what? The good boy plays ball. The good boy plays ball well. Thus by easy steps we develop noun, verb, adjective, objective case, and adverb. What the pupil has built he can readily take apart. Then we have analysis logically following synthesis. The reverse of this method is the unsound method pursued in some schools. The man who can take a watch apart is the man who put it together.

The compound and the complex sentence can be taught in a similar manner. Of course this instruction will require months—perhaps a year or two, the time depending on the ability of the teacher and the quickness of the class. Having accomplished so much, the teacher should commence *dictation* from some good author whose style is remarkable for its simplicity and clearness, say, from Defoe, Swift, or Bunyan. The written exercise should be carefully examined; first, as regards *punctuation*; secondly, as regards *spelling*; thirdly, as regards *capital letters*, and fourthly, as regards *grammar*. Then the teacher should write the paragraph neatly and legibly on the blackboard, and compel every child to correct all his errors. Last of all every pupil should be made to write out the perfect paragraph. The pupils would soon learn that a complete sentence ends with a full stop, and that a new sentence begins with a capital letter. The importance of dictation exercises, conducted in this manner, cannot be overestimated. When such instruction has been thoroughly given, the writing of short *compositions* should be begun on very simple subjects. If necessary, the teacher can tell a story which will always interest the children. This they can reproduce in their own language. The compositions should be written in the teacher's presence and corrected in the class-room. It goes without saying that this kind of instruction requires time.

As the children advance, as they become older, rhetoric and mythology can be connected with the English. For example, take the following quotation:

"The conscious water saw its God and blushed." Name the figures. What is the strongest and most poetical word in the sentence? or, take this sentence:—

"Great is Diana of the Ephesians!"

Why is the word Great made the most prominent? Who was Diana? Who were the Ephesians?

But I must end this letter in which I have barely outlined the *modus operandi* of teaching English. In fact, I only offer suggestions which may help some of my younger brethren in the profession.

THOS. HUNTER.

President Normal College, New York City.

Pets.

"She has pets." The writer not long since heard this complaint made of a teacher, and no more than this was needed to make plain the reason of that teacher's unpopularity. If men and women must have pets let these latter be cats, dogs, canaries, white mice, anything in the bird or beast line, but never children. This applies particularly to those men and women who have charge of schools. If favoritism be deplorable in the nursery it is still more so in that domain where rules the pedagogue. "The skule ma'am," says Josh Billings, "is the stepmother of everybody's children." For having pets she has not the excuse of maternal weakness, and though no doubt the jealousy and heart-burning caused by this failing are far stronger in the home than in the school the sense of injustice is quite as great in the latter place. Perhaps those guides of youth who have pets among their pupils do not sufficiently remember that, however weak may be the reasoning faculty of children, their instincts are as strong as those of their elders, and therefore the child of ten is quite as competent to detect injustice as is the wise man of fifty. That more patience is required with a dull pupil than with a bright one all children are ready at heart to concede, but the teacher who shows favor to a child with a pretty face, or a caressing manner, or a fashionable suit of clothes, overlooking misdemeanors in her that would bring punishment to snub noses and freckles, to undemonstrative manners and shabby attire, may count upon being justly accused of having pets. A teacher may explain an example in arithmetic half a dozen times over to the pupil who sticks fast in long division, and speak sharply to a brighter boy or girl who does not take it in at a glance, and yet excite no jealousy. The pupils know well enough who among their schoolmates are bright and who are dull; and this different manner of dealing with different minds does not come under the head of favoritism; but if a teacher does not notice that the daughter of a wealthy patron is whispering at her desk, and five minutes later punishes the washerwoman's daughter for the same offence, there is likely to be an indignation meeting after school.

Favoritism gives greater offence to children than to their elders, for the simple reason that the former expect more from grown

persons than do those who, from a longer acquaintance with them, have found them to be not half so wise and great as little folks expect them to be. The pedagogue who kept his hat on while walking through the school grounds with his most sacred majesty, Charles II., and afterwards gave it as his excuse that his pupils would cease to have proper respect for him did they know there was a greater man in England than himself, showed a profound knowledge of juvenile human nature which has remained unchanged probably since the childhood of Cain and Abel. To have, then, their faith in the wisdom and general superiority of the school-room autocrat rudely shaken by the discovery that he or she is not above the weakness of having pets, is sure to arouse that embryo cynicism existing in the dispositions of the most youthful critics of men and manner.

It is, of course, not in human nature not to like one child better than another, but to conceal this preference is as much the bounden duty of the teacher as of the mother, and he or she who fails in such a duty is, from an ethical point of view, as much to blame as is the teacher who permits his pupils to skip the multiplication table.

CLARA MARSHALL.

Selection of Words.

I lately found a short piece written by Eugene Field which contained so many words of Latin derivation that I dictated it to my high school class. It was received with smiles and caused considerable use of the dictionary. I required each to select and use one of the words in his conversation. For some days we were treated to "convoluted," "potent ality," etc.: "Perspicuity simplicity, and earnestness are primary essentials to the acquirement or conservation of a virile and felicitous style, and these qualities predominate only when an adherence to the Anglo-Saxon idiom is maintained with scrupulous pertinacity, for in the exertion and adhibition of that idiom there abounds a rectilinearity, a pre-pollence, a potentiality, and a probity compared with which all ambiguous and convoluted rhetorical artifices and pyrotechnics (dazzling though they be in their coruscating pulchritude and scintillant fulguration, and however suatory and and protreptical their ostentations and sacchariferous obliquation) sink into the paltry, evanescent condition of impotent absurdity which in the presence of the scnorous ventosity of Boreas, characterizes the humble instrument which is operated to the furtherance of flame by the human organs of prehension."

TH. METTLER.

Shelbyville.

The N. E. A. at Atlanta.

The program of the educational meeting will be as follows:

FRIDAY, OCT. 25, A. M.

Address of Welcome.—Hon. Hoke Smith and Gov. Northern. Response.

"Training of Teachers."—Col. F. W. Parker.

"Relation of Normal to Public Schools."—E. Oram Lyte, Pa.

"College Degress."—Geo. J. Ramsy, La.

P. M.

"Higher Education in the South."—Prof. Ed. Alderman.

"System of Education."—Pres. W. R. Harper, University of Chicago.

EVENING.

Address by Hon. W. T. Harris.

" " A. E. Winship.

SATURDAY, OCT. 26.

"Aims of the Elementary School."—F. L. Soldan, St. Louis, and Oscar Cooper, Galveston.

"Secondary Schools."—Pres. Ellen Sabin, Milwaukeee.

P. M.

"Rural Schools."—Hon. Chas. R. Skinner, Albany.

"Primary Schools."—Mrs. Eva D. Kellogg, Mass.

"College Work."—Pres. F. A. Patton, Princeton.

"I find THE SCHOOL JOURNAL indispensable. Some articles are worth their weight in gold to the seeker searching for the best to use in teaching.

I hope you will help persuade the N. E. A. to meet at Chautauqua another year. The majority who visit Chautauqua each year, and who are readers in the great circle, are teachers. If the N. E. A. could meet there, many teachers might combine the two great meetings, thus gaining a greater power of inspiration and impetus for their future noble calling—teaching. Success to THE JOURNAL!"

Farmington, Del.

EMMA V. NEWNOM.

Editorial Notes.

In England they feel it is important to have an educated set of work people in the factories, because it is extremely difficult to find thoroughly reliable and practical overseers. It is becoming more and more difficult for the workers to leave the ranks of manual laborers and undertake the responsibilities and difficulties of overseeing. It tends to divide more and more definitely, and more and more harshly, society into classes, and further, the practical overlooker in any business, the man who has gone through years of manual training, if he has sufficient education and knowledge of the business to undertake further responsibilities, is always an advantage to the manufacturer over the individual who has simply a theoretical training. This difficulty of finding suitably trained men has shown itself in innumerable instances. They are now feeling the benefit of additional instruction; when it becomes necessary to find a successor to any overlooker who has fallen out of the ranks of labor through death or other reason, it is much less difficult than it used to be to find a responsible and capable person.

It used to be said of the teachers in general that they were not readers—meaning by this not acquainted with literature that had been prepared before their day nor with that of their own time. At an institute in New York the question was asked, Name some writers of the present time, and Dickens, Scott, and Irving were given, all of whom were moldering in their graves. One teacher insisted they were alive because she had their books. It would be a good thing if this was found in the list of questions, Name what books you have read and by what authors.

The efforts of THE JOURNAL to aid one section of the educational world to know another section has brought to its pages valuable advertising. There are two hundred millions of dollars to be expended for school purposes; and even more than this will be expended. For salaries of teachers, books, buildings, desks, heating, and scientific apparatus, etc., etc., all of this vast sum will be paid out in a year. THE JOURNAL aims to have those who are purchasers know those of whom they can buy. It seeks out school boards, superintendents, principals, leading teachers and invites them to inspect its pages; it has done this persistently for twenty-five years. It has thus become itself a well-known element in the educational world.

THE JOURNAL does not neglect to advertise itself, by any means. It issues annually upwards of 100,000 catalogues (one-half distributed from its home office and the other half from its Chicago branch) which advertise THE JOURNAL thoroughly. It has done this for ten years; probably an entire million of Kellogg's catalogues have been circulated. THE SCHOOL JOURNAL has thus paid for the position it thus occupies as the representative of the educational world.

Encourage Art.

There was a time not so long ago when a pupil caught drawing pictures in school was reprimanded if not punished for wasting his time. Then, too, his effort was laughed at and held up

for ridicule of the school not only on account of its crudeness, but to prevent others from falling into that idle habit. That was a time when art meant a fine picture, the product of some extraordinary genius who had a special gift above other geniuses. But the children should be encouraged to draw anything and everything, so they follow two directions. They should reproduce what they see and as they see it as far as possible; and at all events, it should be their own conception of what they wish to represent. They are not going to be artists. Do not make any mistake here; if any come to be skilled, well and good; but that is not at all the purpose of the work. It is to make them see beauty in things; to see form and color with an acute and somewhat critical eye. It is to make them careful observers of things. Further, it is to give them a new language for expressing thought. The crudest sketch will convey a meaning; the most complicated drawing in mechanics speaks clearly and definitely to the mechanic who himself, perhaps, could not do the drawing.

The work of children is crude for two reasons. They do not see things as they appear. They show three sides of a house at once because they know a house has three sides, not because they see three sides from the same point of view. Then their muscles have not yet been trained to do just what the mind conceives. How many old people are any better off? Watch a baby trying to reach an object and see how his muscles betray his will. This muscular training is of slow growth, but very desirable. Perhaps you are learning to ride a bicycle, then you know all about it; that is, if you have watched your own efforts to co-ordinate the action of hand, foot, and eye. Why then decry or ridicule the efforts of the child? The children of old were trying to train themselves in the very best way and were reprimanded and ridiculed; reverse that course; commend and encourage.—*Milwaukee Journal*.

Leading Events of the Week.

A large increase in exports, especially iron and steel, reported. —Antananarivo, the Hova capital in Madagascar, captured by the French; the queen and prime minister take refuge in Ambositra. —The Pope objects to the proposed visit of King Carlos of Portugal to King Humbert. —Colombians anxious for the withdrawal of the British minister, Jenner. —Liberal students of the University of Barcelona wreck the palace of the bishop. —The gravity of the situation in Constantinople causes Lord Salisbury to return hastily to London. —The Pope refers to the elevation of Mgr. Satolli to the cardinalate as an established fact. —Japan reduces the indemnity that China is to pay for the evacuation of Liao-Tong peninsula. —The Porte promises to investigate the late riots at Constantinople. —A Spanish vessel captured by Cubans and cannon and ammunition seized. —Death of Gen. Mahone, the ex-Confederate, of Virginia. —The queen of Corea murdered and the Japanese party in the ascendant; fear that a quarrel between Japan and Russia may develop. —Another bill for the consolidation of New York, Brooklyn, and other places to be presented to the legislature.

Fall and Winter Associations.

- Oct. 11-12. Nebraska State Association of Superintendents and Principals at Lincoln. Edwin N. Brown, president.
- Oct. 18. Connecticut State Teachers' Association at New Haven. W. I. Twitchell.
- Oct. 17-19. Northeastern Iowa Educational Association at Charles City. W. D. Wells, Grundy Center, pres.; O. M. Elliot, Reinbeck, sec'y.
- Oct. 16-18. Nova Scotia Provincial Educational Association at the normal school, Truro. A. McKay, Halifax, secretary.
- Oct. 16, 17, 18. —New York State Council of City and Village School Superintendents at Newburg, N. Y. R. K. V. Montford, President. Newburg.
- Oct. 19. —North-Eastern Ohio Teachers' Association at Akron, Ohio. F. D. Ward, president; Lee R. Knight, secretary.
- Oct. 31-Nov. 1-2. Fifty-first annual session of the Rhode Island Institute of Instruction at Providence. President, Walter B. Jacobs.
- Dec. 26, 27, 28. —Idaho State Teachers' Association at Moscow.
- Dec. 31-Jan. 1-2. Iowa State Teachers' Association at Des Moines. R. C. Barrett, pres.; Carrie A. Byrne, chairman ex. com.

Dr. Harris' Observations Abroad.

On his return from Europe, Dr. William T. Harris, United States commissioner of education, was interviewed by a reporter of the *Washington Post*. He said:

"There are more Americans abroad this summer than ever before, therefore we found a personally-conducted tour to our advantage. Our aim was to cover as much ground as possible, and this we accomplished by delegating all our traveling arrangements and accommodations to experienced couriers. During the sixty days we were abroad, we visited the principal cities in Belgium, Germany, Switzerland, France, Italy, England, Ireland, and Scotland, which is a very fair record for the time.

"My personal object was to make observations of the progress of education and economics in the great cities, with especial reference to the slum element, which is at present the great problem in our civilization. I did not seek this among the civic authorities, because I have all the statistics and information they can furnish in my library here. I sought rather to study the people themselves—to see them at their employments—note their dress, comforts, and home life, and by personal intercourse with them to ascertain their ideas of life and the principal difference between their conditions and those of our own people. The city now-a-days seems to be the center of civilization and the resort of progressive people, because there man gets the most of his time and labor. The farmer secures only about one-half or two-thirds as much wages and comforts as the city man, so there the problem of our civilization must be solved."

EUROPE'S ECONOMIC PROGRESS.

"What fact impressed itself most upon you?"

"It was evident to me at the first glance that all of these European cities are making great progress in the distribution of wealth. Production is increased and the laborer gets a greater share of it than formerly. This is especially noticeable in the Italian cities, which have advanced wonderfully in manufacturing. In England thirty families out of every 100 have an income of over \$1,000 per year, which means comparative comfort. In Italy the average income is not so large, but living is much cheaper there, and accommodations are good.

"In the old countries, like Italy and Germany, the houses are better; substantial old stone structures, meant to stand for centuries, and very few, even of the poorer classes, live in wooden houses. They are also learning sanitary science. In Rome, for instance, all the old sewers, connecting with the Tiber, which used to overflow annually, have been stopped by the present government, and a new system, which carries the sewerage almost to the sea, has made Rome one of the most healthful cities in the world. In Northern Europe, France, Holland, and Belgium, the cities are also very neat.

"But the principal advance has been in public education. The Franco-Prussian war was a boon in this respect, that it opened the eyes of all Europe to the fact that a cultured, well-trained people must necessarily conquer. Since then compulsory education has been the rule in Europe. Italy, the last to take up the movement, sends eleven per cent. of its whole population to school. This per cent. is not so great as in the United States, but their school term is longer—200 days in every year, while ours is only about 135."

GOVERNMENT BY NEWSPAPERS.

"So education is becoming more general abroad?"

"Yes, all Europe is learning how to read, and as soon as a nation becomes a reading people, it is governed by public opinion rather than by law—by the newspapers instead of the police. Moreover, a nation thus becomes homogenous in thought as well as in blood. Sectional differences are reconciled, and the people come to have a common national view. This is also remarkable in France. It used to be said that Paris governed the republic, but now that the provincials have become generally educated they have as great a share in the government and the formation of national opinion as the capital.

"Corresponding to this increase in public education, I noticed a great improvement in the newspapers. Formerly the continent was far behind England, which is still somewhat behind America. Our Sunday papers are a liberal education, with their news features, telegraphic dispatches, and general digest of the progress and opinion of the world. Now, all over the continent the newspapers are following in this line, and the result is manifest. People are being educated internationally as well as locally, and this points to a universal understanding within another generation that will substitute arbitration for war, and dissmise the great standing armies which cumber Europe and interfere with her productiveness.

BLOTING OUT THE SLUMS.

"Are the slums increasing or decreasing?"

"I believe that by this process of public education the slum evil is being eliminated from the large European cities. The slum is the resort of the weaklings in intellect, morals, and thrift. The police can never do more than control them, while education can and does elevate them, and by so doing eradicate them. I

visited the notorious slums of London—Mile-End Road, White-chapel, etc., fifteen years ago. These sections have changed more than any other region in the world during that time, and the means was the public school. Fortunately they were in charge of very wise teachers, who humanized the children, and these in turn reacted upon their parents. The Salvation Army is also endeavoring to lift up this whole mass of people, and I believe is making good progress.

"An interesting feature of the economic development of the world is the comparative production of the different nations. In 1880, the people of the United States produced an average of 40 cents per day. Russia has the lowest average in Europe, being only about 14 cents per day. France almost equals us, not that she produces as much, but because her people have been trained to give artistic finish to their work, which enables it to command first prices in the markets of the world."

ÆSTHETIC EDUCATION NECESSARY.

"Then you would emphasize the relation of art to business?" suggested the reporter.

"Certainly," was the commissioner's emphatic reply. "We must not only make useful things, but we must give them artistic value. The Danes, Swedes, and Norwegians have developed greatly in manufactures and inventions, but they have small æsthetic taste. They make clumsy things which nobody cares to buy when they can get something that is equally useful and ornamental. The Germans, too, are behind in this matter, while France and Belgium easily lead the world.

"The World's fair in London, about the year 1855, taught the English a lesson in this respect. Prince Albert, who was a very wise man in his generation, saw that his countrymen could never win prizes from France unless they increased in æsthetic culture. Consequently he was instrumental in establishing the South Kensington and other art schools, which have done wonders for English art. The Frenchman has not only modernized the art of the Greek, but he has the divine gift of harmony and the exquisite sense of how properly to display his products. We do not all understand why a certain object pleases us, but nine out of ten, whether cultured or not, will select a work of art.

"Since 1870, when Boston brought over a teacher from Kensington, the United States has been improving in this line. Our workmen are being taught to combine grace and beauty with utility in their products, and just in proportion as this is done their value increases. We have still much to learn in this line, but when we have educated our children to give æsthetic finish to our manufactures, we shall be the wealthiest nation on the earth. The harmony of the structures at the Chicago World's fair gave Europeans a better impression of American art than anything we have yet done, and our line of development lies in æsthetic education, I believe."

Europe.

Switzerland probably leads the world in the number and the excellence of her household schools. The pupils in general come from the farms and mountains, so that awkward and unsophisticated girls are initiated into the graces of household ways; and from another class, the daughters of rich merchants and manufacturers, who attend to take a course in "ideal housekeeping" in order to be able to direct the mechanism of their homes most easily and advantageously.

France is hardly second to Switzerland in her interest in this matter. The municipality of Paris has a superb course in domestic economy which begins with the kindergarten and continues for eleven or twelve years; and the same is true in many of the cities, especially throughout the northern departments. And in France, where the woman has always been her husband's business partner, and very often the more energetic and intelligent member of the firm, the courses in domestic economy include instruction in not only the internal but the external affairs of the house. Thus a girl is taught as much bookkeeping as is necessary to keep the household accounts accurately and neatly. She understands taxes. She knows how to lease a house and what are her legal responsibilities as a tenant. She learns to estimate the cost of every article to be used and how best to provide for a given number at a given price. She is taught to be prudent and economical. The saying goes that a French family could live, and right comfortably and daintily too, on what an American family throws away. As for French needlework and French dressmaking, every woman knows that the geographical adjective is the only adjective necessary to express their superlative excellence.

Italy has the most thoroughly nationalized system of industrial education for women, although as a national system it embraces but one branch of women's work,—that is lace-making. Queen Margheretta, has succeeded in reviving the industry that has always been one of the glories of commercial and æsthetic Italy, and she has established at Burano a school of which she is president, with branches at every place in the kingdom that has produced a characteristic lace. These are directed by the ladies of the court, each in her own district. The result has been of incalculable advantage to the Italian peasant women.

New York.

The Rochester *Times* says a school commissioner tells about corrupt practices in hiring teachers: "I have had several experiences with people who wanted to make me presents. One evening at home there came a timid rap on the door. Miss ——— shoved an envelope into my hand and said something about there being something for me in it, then went rapidly out of the yard. It was a note begging me to accept twenty dollars for services rendered in the past. Next morning I went down to Miss ———'s house and told her to write to the board of education, 'I hereby tender my resignation immediately.' She wrote and signed the resignation. Then I took it and gave her the other note and the money and said, 'Never rely on anything but your merits in trying for a position.' I never handed in the resignation for I thought the girl would never use money that way again.

"A contractor offered me \$50 to use my influence in getting him the contract for a certain school building. Another man had \$100 he wanted to dispose of in a similar way."

Another commissioner said: "It would look as though there might have been some system of 'commissions.' A young lady wanted me to assist her and said that she was willing to pay me for my services. 'It will be worth \$100 to me, Mr. ———,' she said."

In Troy the grammar school masters sent in a communication in which it was stated that since the introduction of Maxwell's grammar the study had been hampered, and asked that Harvey's grammar be substituted. This was agreed to provided the publishers of the former would accept the copies of Maxwell's grammar in return. Tarbell's "Lessons in Language" were adopted for use by the intermediate grades, the books to be in the hands of the teachers only, and Lockwood's "Lessons in English" were adopted for use by the teachers of grammar grades.

The last meeting of the school commissioners was held at Oswego; the next will be held in Niagara Falls in January, 1897. Supt. Benham labored to bring this about. He says that a little work on the part of the citizens would bring all the conventions there; that the very name of Niagara Falls wins delegates without arguments, and all that is needed is to turn the tide in that direction and it will keep coming. He thinks 300 delegates with their wives can be depended on. (How is this when there are only 112 commissioners and they don't all turn out.)

Massachusetts.

In Fall River military training is given in the high school. All male pupils of the high school, except such as may be excused by the principal for physical inability, or conflict with a recitation, shall be required to drill. In case of conflict a recitation shall have precedence of drill in demanding a pupil's attention. The officers of the battalion shall be a major, assisted by the appropriate company officers who shall perform when necessary the duties of adjutant and sergeant-major, and the principal the chief commander at all times. Pupils whose average grade in scholarship has been below 75, or whose rank in deportment has been below "good," shall be ineligible as officers; and the principal may reduce to the ranks any officer who fails continuously to maintain the grade in scholarship or deportment just named.

The citizens of Malden, Mass., will give a reception to the public school teachers on the evening of October 30.

The school board ordered conferences between the grammar masters and the superintendent twice a year. Supt. Whitcomb has frequently invited the conferences; but the result is not satisfactory—grammar study being the bone of contention. The matter has come to the attention of the school board, and the introduction of a rule making monthly conferences of superintendents and grammar masters compulsory is contemplated. The school board is inclined to regard the matter as one of discipline, and to support the superintendent."

Fifteen schools in Somerville reported no cases of corporal punishment during the month of September. The decrease in the number of cases of bodily punishment is it a sign of better discipline by the teachers, or of a general improvement in the pupils?

Maine.

In Biddeford the school board concluded to change the term "intermediate school" to grammar school—Reason: Mr. Dwyer thought "it would be as well to use a high sounding name as well as other cities."

They also changed from the old half-holiday system to five days of school with Saturday for holiday. Mr. Gould replied that one objection which had been raised was that it prevented some of the pupils from taking music lessons on Wednesday-afternoon. But it was urged when there are half-holidays, Wednesday and Saturdays, parents are more apt to allow their children to stay out of school during the forenoon on the plea that it is only half a day, anyway.

Connecticut.

The general assembly at its last session enacted a law providing that when a board of school visitors believe it impracticable to establish an evening school and shall apply in writing to the state board of education before the fifteenth of October, to be relieved from the provisions of the law, and the board finds the application to be reasonable, they shall not be subject to the act until the beginning of the next school year.

Ohio.

The Steele high school of Toledo has adopted the one-session plan.

The Lima school board has adopted an order prohibiting the use of tobacco and cigarettes among pupils, many of whom it is said have been stunted mentally and physically by the use of these narcotics. Will such an order accomplish its purpose? It would have been better to organize an Anti-Tobacco League after the plan of the Anti-Cigarette League described in THE JOURNAL last January.

Michigan.

Supt. W. W. Chalmers, of Grand Rapids, in his recent report presented an excellent suggestion to the board of education, which deserves to be adopted in all large cities. He recommended "that night schools be established from seven to nine o'clock during the entire school year, that these schools be open to boys and girls between the ages of fourteen and sixteen years whose enforced attendance upon a day school, under the provisions of the new compulsory education law, would work unusual hardship upon their families and perhaps cause them to become city charges. These pupils then could be excused from day school attendance so long as they regularly attended the evening sessions."

Wisconsin.

In Jonesville, Sheldon's "First Book and Language Composition" displaces the Reed & Kellogg series, Myer's "General History," displaces Barnes' "General History," Avery's "School of Physics," takes the place of an older book by the same author. Kepp's "Greek Lessons" is a new book. Supt. Mayne stated that the Reed & Kellogg books had been severely criticised by the teachers and that very unsatisfactory work both in language and grammar was the result in the use of the book. Hence he advocated the use of the Sheldon series.

Kentucky.

In Covington, Supt. Warfield has written a sharp letter to the board of education respecting one of its members, Mr. Schmidt. "It is obvious that the whole matter resolves itself into a vile and venomous persecution hurled at me with malicious intent, and that it was done only a few days subsequent to the death of my only child and during the very dangerous illness of my wife. In such times of sorrow and affliction most men reverentially respect the grief and anxiety of a fellow being, but Mr. Schmidt very clearly demonstrated that he has none of the finer sensibilities belonging to man."

Tennessee.

Among the educational institutions of Memphis is Cossitt Library, a public institution whose library and reading room are open free to all classes. It is a young institution, open nearly two years, and has accumulated a miscellaneous collection of nine thousand volumes, with fair prospect for quite an addition before the close of the year. The library has no endowment fund, but is dependent upon individual contributions from citizens for the purchase of books.

Texas.

In Fort Worth the board of education had an important meeting yesterday. The publishers of White's arithmetic proposed to replace the Wentworth arithmetics now in use with new copies of their own; the board of education decided to accept this proposition.

The *Gazette* says to the bookstellers: "Don't let Wentworth's die on your hands. Exchange them for White's and if you don't need them still exchange them."

Illinois.

The Terre Haute *Tribune* contains an account of sad doings in Dennison. Two candidates for school trustees claimed to be elected, and the matter went to the supreme court; before a decision could be reached, each hired a teacher; one hired Miss

Rose Tingley, the other Mr. Will Handy. Miss Tingley stole a march on her opponent by opening school a week ahead of the appointed time. But so many ugly menaces met her on all hands that she appealed to the county authorities for protection, and Charles Thatcher, a determined young deputy, was stationed in the yard. Two opposing trustees went to the building to oust her. With a poker in one hand and a ruler in the other the valiant teacher not only defied ejectment but put her would-be persecutors to ignominious flight. Miss Tingley was arrested for assault and battery. The trial was held and she was found guilty and a fine of \$3 and costs assessed. She appealed. Miss Tingley refuses to leave, holding that she was legally hired, and proposes to teach out the term she was employed for.

The Evanston industrial school for girls was practically closed on October 15 so far as the state is concerned. Governor Altgeld visited the institution two weeks ago and discovered evidence confirmatory of the charges brought against the school by the committee of the county board. He therefore pardoned all the girls in the institution, thus practically closing the school as a beneficiary of Cook county.

One chief ground of complaint against the management of the Evanston school is the absolute refusal to grant any insight into its financial affairs by the private corporation which has charge of it.

A list furnished by the governor shows that the average cost of keeping the children committed since 1892 has been over \$520 for each child. This is three times the expense of maintaining the boys at Feehanville industrial school and twice as much as at Glenwood. These figures, coupled with the alleged mismanagement brought out by the recent investigation by the special committee of the board, are relied upon as proving the advisability of shutting up the place altogether, so far as its connection with Cook county goes.

Gov. Altgeld made a private tour of investigation of the school. He was convinced that the place was utterly unfit as the home of children dependent on the state, and only waited for definite arrangements to be perfected for the custody of the children before issuing an official order releasing the girls from the custody of the state. The proposition comes from a benevolent association of Chicago, which volunteers to find homes for all the children at the institution within thirty days provided the county goes to the expense of two suits of clothing, costing in all \$10 per child, and \$5 railroad fare. The association volunteers to do this work without remuneration.

In Freeport, Rand, McNally & Co., demand that their geography series, displaced by the Frye series, shall be put back into the schools. The contract with Rand, McNally & Co. was made last spring by the old board. The new books were to continue in use for four years. The law governing school boards also provides that no change in text-books shall be made oftener than every four years. It is likely that an injunction to prohibit the board from changing the course of study within the time prescribed by the statute will be issued.

When the new series of books was adopted the possibility of such a complication was discussed and the contract of Ginn & Co. had a clause by which they assume all the responsibility of damages.

Minnesota.

The St. Paul board of education favored a resolution that no married women be employed as teachers.

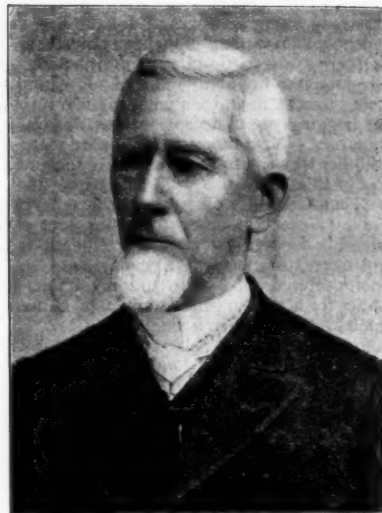
Washington.

The Tacoma *News* declares that the law regarding school books is wasteful and advocates state publication of text-books, both from a point of economy and effectiveness.

The Seattle *Post* says the contract is a good one for the pupils—because the old book may be exchanged for a new one by paying one-fifth of the price of the new one—this being very advantageous in case of promotion.

The following extracts are from contracts:

The Werner Company agrees to take from retail dealers all salable stock which they may have on their shelves of books previously in use corresponding to the grade and class of books that the board selected and give the retailers the new books supplied by the Werner Company in exchange, dollar for dollar, and also agrees to pay all express on books sent and returned on the above exchange. Lovell & Co. agree to make even exchange of new books now in the hands of dealers in the state. Sheldon & Co. agree that the books in the hands of dealers which were displaced by the adoption of their publications will be received by them at the wholesale price in Washington, and their books furnished instead at the same price, dollar for dollar.



William Noetling.

Professor William Noetling was born in Union county, Penn. His father was a German physician who came to this country early in life and practiced medicine at Mifflinburg, Penn. Not being able to give his son a college education the boy set out to secure it for himself. He worked at the carpenter's bench during the summers and in the winters prepared himself for college at the academies at Mifflinburg and New Berlin, Penn. His college work began at Lewisburg now Bucknell university. From there he went to Union college and was graduated in 1857. From this institution he received the degrees of A.M. and C.E.

Some time was spent in the study of architecture, music, and the languages, and he then entered upon his work of teaching. He taught in country and in graded schools in Pennsylvania and Illinois and for several years conducted a private school.

His efficiency as a leader showed itself when superintendent of schools of Snyder county, Penn. Few, if any of the teachers in the county were professionally trained, the most mechanical methods were in use, the people were intensely conservative and opposed to any innovations in teaching. But Supt. Noetling had ideas, and the energy and courage to put them into practice. He conducted district institutes and lectured to the people, thus arousing the interest of the community in the schools. Each summer he conducted a normal class and drew about him pupils from his own and neighboring counties to be trained in methods of teaching. In a few years his work bore fruit in more rational methods, better qualified teachers, and improved school buildings.

Seventeen years ago he was called to the chair of pedagogy in the Bloomsburg state normal school, which position he still holds. During that time hundreds of young people have come under his influence and have gone out impressed with the greatness of their calling.

Prof. Noetling has traveled extensively in the United States and Canada, studying school systems and methods of teaching. He has long been a contributor to educational periodicals, and has recently published a very practical book for teachers entitled "Notes on the Science and Art of Education." He is at present engaged on an inductive algebra and geometry for the lower grades of public schools.

Milwaukee.

An art school has been established in which teachers can take lessons in painting and in drawing. The system of teaching drawing in the public schools is plainly unsatisfactory. The children are instructed by teachers who have little knowledge of the technicalities of the art; the director of drawing can visit the various schools not oftener than once in two or three weeks.

The object of the Public School Art association is to make the teachers of the public schools fit to carry on the work of teaching drawing in accordance with the instructions of the director of drawing. The efforts of the association in this direction are founded on common sense. The work of the director of drawing is to be confined to instructing the teachers, and making occasional examinations of the work done by the children.

Pittsburg.

St. Michael's parochial school gives business instruction. It has 1,000 pupils. The teachers of the two departments are six Brothers of Mary and ten Sisters of St. Francis. The brothers in the schools are employed at a salary which barely suffices to maintain them, their work being in the interest of education and religion, and not for gain to themselves. The religious instruction, which is the principal reason for the maintaining of parochial schools in districts where the public schools are open to all children, occupies about half an hour of each day in each class. The books used are catechisms of greater or less difficulty.

Cincinnati.

Some citizens held a meeting to protest against military training in the public schools—it is only given in the Woodward and Hughes high schools. It is known that an application will come before the legislature for money to continue it and enlarge its scope. Among those who are opposed are many fraternal and labor organizations and ministers. The objection they find is that military training has been proved to fall short of the requirements necessary for physical culture. They advocate the use of a gymnasium, and if a sum of money is to be appropriated, instead of utilizing it for the purchase of rifles, etc., school books should be bought and furnished to the pupils free of charge.

Newark.

The Ferris Brothers, of Newark, N. J. (the large corset manufacturers) take special pains to make their employees feel that their interests are considered. Free baths are furnished at their factory to their employees. Should any of the women become ill there are retiring rooms where they may lie down and rest. There is a reading room and a dining room where cooking utensils and tea are supplied free of charge. In summer ice cream is sold, a large dish for three cents. The poorer women are allowed to make their clothing on the machines of the firm at the cost of the material. At the time of the World's fair any employee with \$30 who wished to go to the fair was supplied with \$30 more by the firm. It goes without saying that there are no strikes with Ferris Brothers. Employment there is eagerly sought.

Chicago.

It is proposed to have military drill in the schools and one of the arguments is that it would counteract the bicycle stoop. The bicycle fad has taken hold of the community and seems likely to hold it. Nine out of ten bicycle riders lean forward. Soon everybody will be humpbacked. Military drill will go far to correct this, and will teach boys to throw their shoulders back and give their lungs a chance to expand. Military drill corrects the tendency among boys and young men to get slouchy habits of carrying themselves. It teaches them how to handle themselves, so that every bone and muscle is under perfect control. It inculcates habits of prompt physical obedience. There is no delay between the will to do the physical act and the performance of the act itself.

J. H. Norton, principal of the Lake View high school has given his school a deservedly high character; he graduated from the University of Michigan in 1882 and became an instructor in the Lake View high school under Professor Nightingale. He was for nine years assistant principal, four years the head of the school. Two of his summer vacations have been spent in the Marine biological laboratory at Woods Hole, Massachusetts. He is a firm believer in the need of constant preparation by the teacher and sets himself the example.

New York City.

The board of education itself intends to grapple with the subject of a reform of the school system. The committee in charge of the reform is the committee on school system. It contains some of the strongest men in the board, having been selected by President Maclay with this object in view. They are Commissioners Charles Strauss, chairman; Auguste P. Montant, Charles L. Holt, William H. Hurlbut, Alexander P. Ketcham, Charles B. Hubbell, and John N. L. Hunt. At a meeting of this committee held Sept. 19 the subject of drafting a bill for the reorganization of the school laws, to be presented to the legislature of 1896, was taken up and it was decided to hold public sessions in the hall of the board of education at 4 P.M. on Oct. 4, 10, and 11. Other meetings will be held as the exigencies of the movement demand.

At the first meeting of the Committee on School Systems the several teachers' associations were asked to make suggestions concerning the new law which the board wishes to formulate. Owing to the short notice the teachers were not able to present official suggestions from the bodies they represent. Commissioner Holt asked for opinions on the question of superintendence. He believed that the board of education should be the ones to carry on educational affairs and not a board of superintendence. Mr. E. C. Lee suggested that the school system should be carried on after the manner of the police department. This raised the question whether the success of the police department would recommend it to schools. After some general discussion the meeting adjourned.

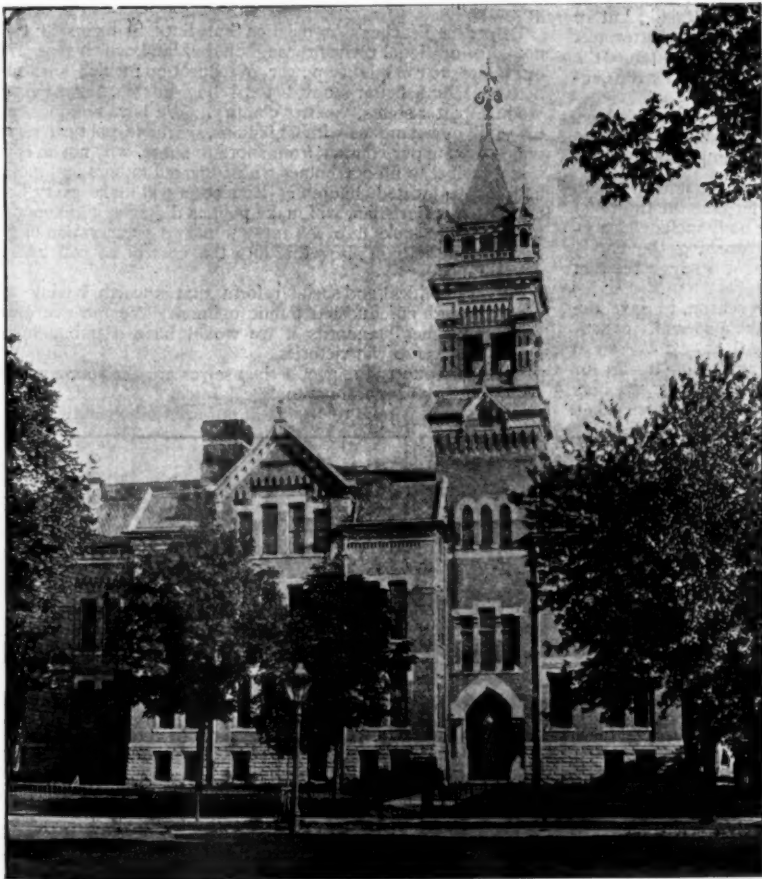
At the second meeting of the committee, Chairman Strauss said it was hoped that the present system would be modified, and was in favor of redistricting the system.

Mr. Jeremiah Fitzpatrick said that the trustees of the ward are best fitted to choose teachers, because they have followed the course of the girls through the normal college.

Trustee Reynolds was in favor of having an eligible list of principals from all over the city, from which the board might choose principals for the different wards.

Mr. George Mundorff was in favor of appointing paid commissioners in place of the present board.

At the third session of the Committee on School Systems, Chairman Charles Strauss threw the meeting open to the friends of public education. President Seth Low was the first speaker. He expressed himself in favor with all efforts to improve the school system. "I believe in the principle of concentrating responsibility. Of course, one man may not be able to combine all the necessary executive qualities. It would require different men to superintend the erection of buildings and to supervise supplies.



NORWALK, OHIO, CENTRAL SCHOOL BUILDING.

"I would not favor a paid commission, because I think that we can trust in this country, from our experience, in finding men who would give their time and ability for the sake of honor.

"I have no knowledge of trustees, but while mayor of Brooklyn I had no occasion to note the absence of trustees from the system. It seems to me, speaking theoretically, that the system of trustees would work badly. I would confine their power to that of recommendation. But let me impress on the committee's mind the importance of leaning strongly on professional agency."

Dr. Nicholas Murray Butler, of Columbia college was in favor, of extending the power of the city superintendent, and opposed the division of the city into districts with division superintendents.

City Superintendent Jasper was in favor of an eligible list of principals as well as teachers. H. J. Augustus Johnson urged enlarged accommodations for the primary schools. Trustee Thomas J. Rush said that the present system was a good one, and that its only fault was delays. He favored a board of five or seven men who should give their whole time to school affairs and be paid. Capt. S. Samuels also favored a paid commission.

A visitor to grammar school 46, one of the fine new buildings lately erected, will find disclosed very interesting conditions of progress. The principal of the boys' department is Mr. Abner C. Holly, who has enlightened views concerning school management. Every room is finely lighted and ventilated, roomy, and supplied with blackboards. The appearance of the pupils indicated the habit and pleasure of intellectual application.

There was a good deal of material visible indicating that manual training has taken quite a hold here. Every room had specimens of the boys' hand work on its walls. Among these were numerous maps, most of them neatly colored; several had prepared maps to illustrate the various accretions of territory which make up the United States; this map had the parts cut out of paper and colored and the dates and titles; a pupil could put down the piece representing the original thirteen states and then add the others in succession. There were also maps representing the scenes of the Revolutionary conflict, that of 1812, and those of the civil war.

There were numerous geometrical problems and theorems solved by paper folding; one very ingenious one showed the sum of the squares on the two sides of a right angle to be equal to the square on the hypotenuse. There were drawings and paper cuttings of classic forms. Many of these were finely colored.

The penmanship had been collected for the examination of the principal and the numerous books showed care and skill; but an inspection of the spelling from dictation is always a better test and this showed in the main that the pupils had fairly attained the ideas that lie at the bottom of good writing and could write legibly and rapidly also.

The building is four stories in height and from its west windows a fine view of the Palisades is obtained. There are six stairways, five being fire proof so that danger from fire is impossible.

The care of the teeth is often referred to by thoughtful teachers, as it is a feature that often helps to determine the future of a young person. Lessons on the care of the body include cleansing the teeth night and morning as well as washing the hands and face. If teeth are seen to manifest decay it is suggested that they should be filled.

Much can be done, if it is attended to in season, to save the teeth from further decay; some dentists make a specialty of saving teeth. Among these Dr. J. W. Stewart, of 362 West 23d street stands pre-eminent. He has been practicing his art for twenty-five years and is very popular. So many of the teachers of the city and suburbs come to him that he is sometimes called

the teachers' dentist. He brings into his methods the latest discoveries and most modern ideas. He is himself keenly interested in school matters, being trustee for the sixteenth ward, and gives close attention to school affairs. He is one of the progressive trustees of the city and is a firm believer in the kindergarten and in manual training.

Brooklyn.

A letter from a teacher, in the *Eagle*, says they do not object to women on the board of education. It says some good things in a very bright way:

"We may be sure that the Fiji islander might, at an early stage in his civilization, have raised the familiar protest against the arrival of more missionaries. It was annoying to have one's reasonable diet interfered with and one's simple, if blood-thirsty, pastimes made a subject for discussion. The islander wasn't to blame. He knew no better. There are certainly few in this large and devoted body of Brooklyn public school teachers who are thus ignorantly conservative, or traitorous to the best interests of the schools. If a genuine teacher has, for example, broken the simple laws that govern the health of her pupils, she will be glad to discover better methods and be made sensible of her mistake and she will never resent suggestions intended to help her in giving to her classes the best mental culture. If the teacher is selfishly disregarding the good of the scholar, or incapable of receiving in an earnest spirit the assistance of those whose greater experience or wider outlook make them competent critics, she is not genuine, and her love for her profession is a sham. She is in the wrong place and the city will some day pay in the deterioration of its citizens for everyone of her selfish and obstinate blunders. The soul of her work is lacking. She will never inspire in her pupils a desire for the culture she does not possess. 'Culture,' says Agnes Repplier, 'is not a thing passed lightly from hand to hand. It is the reward of an intelligent quest of delicate intuitions, of a broad and generous sympathy with all that is best in the world.' It is toward this intelligent quest that the great body of the Brooklyn teachers are striving to lead the children who look to them for guidance. For this end they are willing to spend and be spent; for this end, that by all the means within their power, they endeavor to replenish and reinforce their own knowledge and vital energy, to broaden their own development. Conscious of the sacredness of the responsibility entrusted to them by the parents and the city they are made sorrowful and indignant by any movement, however feeble, that makes for retrogression and defies progress."

Before the Teacher's Association State Supt. Skinner said: "Why not an educational revival throughout our land, which shall arouse our people to the mighty power of education; which shall mean better teaching, better study, better school-houses, better men and women, better states, a better country. We have religious revivals to fill our churches with Christians, we have political revivals which agitate our country from shore to shore, why not an educational revival to fill our homes with educated fathers and mothers as well as educated children? Education will make every Christian a better Christian, will make politics dignified and honorable, politics which looks into the formation and preservation of good government and not altogether into the control of caucuses and conventions."

"Every political and social reform that is worth having must come through an educated public opinion. We must constantly reach for higher standards if we would have a public opinion strong enough to win victories."

"In our country the people themselves are the source not only of power, but of moral and political force."

"The work is ours to elevate in our school-houses these stand-

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ards of action and of life. Through our pupils we must work upon the parents if we would lay the foundations of public opinion broad and deep. If there is no standard of public opinion in our country, let us agree upon one and work faithfully and constantly toward it. Once anchored in our schools and our homes, enlightened public opinion will work its own way into our politics and into our government, and bless our country with its ennobling influence. If we would make public opinion we must have opinions ourselves, right and strong and constant. If we would educate public opinion we must throw education into it. It will not come in a day, but like the silvery waters that find their way down the mountains, it will make its path over the firmest rock; little by little, faithful work will tell at last.

"Seek ye first the education of the people, and all other political blessings will be added unto you."

Questions and Answers.

1. In spelling orally a word in which a double letter occurs is it better to repeat the letter rather than say as in "well" w-e-double-l-l?
2. Is it true that a glacier in coming down a mountain travels faster in an irregular or circuitous path?
3. What is the meaning of the double loop seen on globes at the equator?

Wilmington.

A. J. S.

1. The two ways of spelling "book" are b-o-o-k and b-double-o-k. Which shall be used is a matter of taste; the former method is increasing, because there is only one double letter—w by name and because the Germans employ it.
2. Cannot say.
3. It is an old-fashioned form in which the variation of time is given.

Does the English government subsidize denominational schools. I mean does it pay money to support schools run by denominations?

Omaha.

E. WHEELER.

In 1872 when the "Board" schools were organized Mr. Gladstone was prime-minister and wanted to make the schools secular. Instead of adopting the principle parliament resorted to a compromise, and that compromise, like all others involving a vital principle, has been a failure. The act provided among other things for the payment of subsidies to denominational or sectarian schools, based upon a per capita allowance. There is a loud and growing demand for its abolition, a demand which comes from all sections of society except the extreme upper, but which is most vigorous and vehement in dissenting or non-conformist circles. The opponents of the law as it stands have differences of opinion as to its rectification; they are unable to reconcile.

Does it cost more to carry on the English government than ours?

B. L.

In 1893-94 the British spent \$85,000,000 on their army and \$70,000,000 on their navy; the Queen and royal family and judges cost about \$5,250,000. In the same year we spent on pen-

sions, and army, and navy, \$235,000,000. The total expenditures of the two countries were: Great Britain, \$443,500,000; the United States, \$383,000,000. The British government costs about \$13 per head of population; ours costs about \$6 per head.

Of how many years does the high school course consist—in those that are considered the best schools?

Des Moines.

T. L. COMAN.

Ten years ago it was three years, but the best schools have added a year, so that it consists of four years. But there are many schools that have a three years' course, yet.

Special Mention.

In THE JOURNAL of Oct. 5 the advertisement of C. A. Nichols & Co., Springfield, Mass.—on the last cover page—had the name printed incorrectly; it should be C. A. Nichols & Co., not S. A. Nichols & Co.

The Philograph is a useful device for those who are learning to draw. It is founded on the suggestions of Leonardo da Vinci, and enables the drawing teacher to demonstrate clearly and easily all the principles of linear perspective and the foreshortening of irregular and organic forms. By its help the student and the amateur can rapidly master the elements that lie at the foundation of all drawing. The method of use consists in tracing on a glass plane the object or view seen through it. Only the essential elements of forms, their perspective proportions and line directions are recorded, and in this way simplicity of sight and drawing is cultivated. The tracing thus made is used by the student for comparison with his own freehand sketch of the same subject and offers the best possible means of self-criticism. For other details address Ginn & Company, Boston.

It is gratifying to know that so much attention is being paid in many parts of the country to the collection of school libraries. A good library can be made a very effective aid to school studies. To those engaged in this work of forming libraries the question naturally arises, "Where can I obtain the best books?" This may be answered by referring the questioner to the catalogues of Houghton, Mifflin & Co., Boston. Send for the descriptive list of five hundred and forty-eight books published by this firm and exhibited in the Model library of the American Library Association at the Chicago exposition and the catalogue of books taken from the official school library lists of the states of Minnesota, North Dakota, West Virginia, Wisconsin, New Jersey, and California, and the city of Chicago.

W. D. Monnier, of King, Richardson & Co., Springfield, Mass., writes: "The American Music System is giving the most excellent satisfaction wherever we have placed it and is producing far superior results to the systems that it has supplanted. We received a letter a few days ago from Manchester, N. H., where we placed one of our teachers and the system, in the primary grades, and they wrote us that Miss Dow, the teacher, had made a great hit, and was securing far better results in the short time she had been

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there, than they had ever had before. The American Music training school under the supervision of Prof. Zuchtman is turning out better equipped specialists for teaching music in public schools than any school in the country. We have placed quite a number of teachers, and are receiving the highest words of commendation for their work."

Mr. William Beverley Harison has arranged to open a branch store at No. 44 East Forty-ninth street, opposite the college entrance, where he intends to have a very complete depot of college text-books and other supplies.

Wm. M. King, ex-chief of seed division of United States department of agriculture writes voluntarily to the editor of the *American Agriculturist* as follows: "As a comfort producer and fuel saver, I can assure the readers of the *American Agriculturist* that the Rochester Radiator, which I have thoroughly tested, is all that it is recommended to be." More valuable testimony to the merits of this article could scarcely be obtained. This radiator is made by the Rochester Radiator Co., Rochester, N. Y.

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Chicago, Aug. 31, 1894.

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New Books.

It is a well-known fact that much of the industrial progress of the present century has been due to the development of modern chemistry. The genius who placed that science on a firm basis was John Dalton, of Manchester, the perfecter of the atomic theory. The story of his life and discoveries is well told in the volume of the Century Science series entitled *John Dalton and the Rise of Modern Chemistry*, by Sir Henry E. Roscoe. It is a wonderful story of how a patient investigator who makes no special stir can have more effect on the world's history than the greatest conqueror. The book is written in popular style, and would be profitable reading for any one desiring to be acquainted with the general history of science. (Macmillan & Co., London and New York. \$1.25.)

Warne's Library of Natural History, edited by Richard Lydekker, which is now being issued in numbers appearing periodically, is a work of high merit that would be valuable in the school or private library for reading or reference. The classification of the families of the animal kingdom is scientific, but the descriptions are written in a popular style. The work is illustrated by numerous and beautiful engravings, each number containing in addition fine full-page colored illustrations. The pages are royal octavo in size; each number contains about a hundred. No. 4, of Vol. I., concludes the bats, and vampires, and treats the Insectivores:—the shrews, hedgehogs, and moles, etc., and commences the Carnivores with the cat tribe. (Frederick Warne & Co., 3 Cooper Union, New York. 50 cents a number.)

In the reign of that wicked old monarch King Henry VIII. a pure-minded, high-souled man had a dream of a perfect condition of society which he embodied in that world-renowned work "Utopia." At that time Sir Thomas More "dipped into the future far as human eye could see." The world has vastly improved since then, yet More's dream is only fulfilled in part. Society has grown better, and so has man, and yet selfishness still rules. But the dreamers still dream on; and it is good that they do, for they undoubtedly help to hasten "the good time coming." The latest of these is Titus K. Smith who has written a story which he calls *Altruria*. The name is sufficiently indicative of the character of the society he describes; each member of the community in *Altruria* has proper regards for the rights of others, each has in view the good of all, each performs the labor he can do best and receives the full value of it. The finances are managed in the interest of all, the railroads maintained by the government, the industries co-operative. The reforms Mr. Smith favors are in the direction of socialism. It seems hardly possible we are near such a state of society when in the past thirty-five years has been seen the greatest exhibition of plutocratic selfishness the world has ever witnessed; when laws concerning the tariff, the currency, the railroads, and other corporations, the public lands, have all been made so as to draw money from the toiling masses. Perhaps, however, in spite of this, the millennium depicted in *Altruria* is near at hand; perhaps humanity is not as selfish as it appears. It is a well-known fact that there are cities the corporations do not own; where the railroads and gas companies are

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run by the representatives of the people in the interests of the people. There are places where profit sharing and co-operation are carried on and work well. Who knows but that we are on the eve of Mr. Smith's millennium? But much sound education is necessary, so that the people shall not be led astray, and thus hinder the work of those who are really striving to benefit them. (Altruria Publishing Co., 39 Cortlandt street, New York. 25 cents.)

Literary Notes.

The First School Year, by Katherine Beebe, issued by the Werner Company, Chicago, contains many valuable hints and suggestions for the application of Froebel's principles in the work of the first school year, and will prove to be of exceptional interest to superintendents and primary grade teachers.

The American Academy of Political and Social Science announces the appearance of a new edition of *The Theory of Sociology*, by Professor Franklin H. Giddings. The academy is devoting special attention to sociological topics. In each number of the *Annals of the American Academy* there is a department of "Sociological Notes." The academy has also issued a number of other papers on this subject, and announces the early appearance of a monograph by Dr.

Beecham's pills are for biliousness, bilious headache, dyspepsia, heartburn, torpid liver, dizziness, sick headache, bad taste in the mouth, coated tongue, loss of appetite, sallow skin, etc., when caused by constipation; and constipation is the most frequent cause of all of them.

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Georg Simmel, of the University of Berlin, on *The Problem of Sociology*.

Ginn & Co. have just published *Studies in the Science of Drawing in Art*, by A. Osborne Moore. The aim of this book is to demonstrate a sound and practical theory of drawing based on the workings of the human eye and the laws of sight. It has a wide range and, in a simple way, enables the art-student to see and grasp the scientific principles underlying his work. An unusual number of facts and suggestions of great value, alike to the teacher, the advanced student, and the beginner, are embodied.

Interesting Notes.

A complete translation of the Bible in Chinese characters may well be pronounced a wonder. This work comes from the hand and brain of Bishop S. E. J. Schereschewsky, who has been engaged thirty years on this great task.

Asbestos is used in paints, roofing, and building materials as a non-conductor of heat, for steam-packing, for fire-proof cements, for tubing, for shovels, fork-tines, cloth, rugs, cord, and sewing-thread. In the household it is now made into hearth-blenders, stove-polishers, mats, sadiron rests, and for baking paper. It will come in time, no doubt, to furnish fire-proof handles, aprons, carpets, and a dozen other things.

When it is undertaken at all, it is desirable that the next Antarctic expedition should be a national one. Private enterprise, which has been splendidly active of late in the way of Arctic discovery, would scarcely be equal to all the demands of extensive and thorough Antarctic research. The work would extend over three or four years, and would involve, among other things, the fitting out of two steam-vessels equipped with a vast amount of apparatus, in order properly (in Dr. Murray's words), "To determine the nature and extent of the Antarctic continent, to penetrate into the interior, to ascertain the depth and nature of the ice-cap, to observe the character of the underlying rocks and their fossils, to take magnetic and meteorological observations both at sea and on land, to observe the temperature of the ocean at all depths and seasons of the year, to take pendulum observations on land, to bore through the deposits on the floor of the ocean at certain points to ascertain the condition of the deeper layers, and to sound, trawl, dredge, and study the character and distribution of marine organisms." This is serious work; but it is not impossible, and it will have to be done if the next Antarctic expedition is to repay the cost of outfit.—*Littell's Living Age*.

Six mummies have been found in a cave between the Elk and Blue mountains in Utah. Two of them are of men, one of whom was of gigantic stature, two are women and two boys. Each was swathed in a long strip of a curious material composed of wool and feathers and was encased in an outer covering of cedar bark. They were remarkably well preserved. The men have red hair and one of them has a heavy moustache. It is easy to see that one of the boys had a violent death. It was at first supposed that they were the bodies of some cliff-dwellers, but it is now believed that they belonged to an earlier race. The place where they were found is much lower than the cliff dwellers' abodes and the bodies have none of the racial characteristics of that people. The shape of the skulls is that of the Caucasian race and the color and texture of the hair are different from any yet found among the remains of the cliff-dwellers.

With the bodies were some curious relics.

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There were some buckskin pouches of peculiar construction, the leather of which had been tanned by some process unknown in the present day. An earthen vessel containing red corn was also found in the cave, some flint arrow-heads, broken pottery, and several curious articles, the use for which is not known. The most significant fact about them is the excellent preservation of the bodies, showing that this prehistoric people understood the art of embalming. It is probable that like the ancient Egyptians, they supposed that the future life of the soul depended on the preservation of its discarded habitation.

The deep and general interest in the subject of municipal reform attracted wide attention to the studies of city government in Great Britain and in Continental Europe, contributed to *The Century* by Dr. Albert Shaw. These are to be followed the coming year by a third series on "The Administration of the Cities of the United States," setting forth the progress and characteristics of municipal government in this country. The series will begin with some of the cities not often treated from this point of view, such as New Orleans and San Francisco. Dr. Shaw believes that there can be no general and intelligent reform until the conditions that exist at present throughout the country are studied and understood.

A great many interesting cases of variability in food habits might be collected by a little observation and by compilation. Two such cases at least have come under my own observation. On a farm in Coffey county, Kansas, a few years ago, there were several horses and mules which greedily devoured the eggs laid in their managers by provident hens. I believe that this habit is not uncommon. At any rate, I have been told of several instances in which this same practice has been acquired by other horses. Also upon this farm, during the winter of 1887, a milch cow and a fully grown pig were shut up together in the same lot. This cow, which had been furnishing milk bountifully, suddenly, about a month after her confinement in the lot with the pig, ceased to supply milk at all. At first she was accused of "stubbornly holding her milk," but after several days it was decided that some one was stealing her milk. A careful watch was then kept, and the thief proved to be the pig.—*Gertrude C. Davenport in The Popular Science Monthly.*

At the rate at which the public lands of the West have been absorbed for speculative purposes by capitalized corporations, the next generation will see the great central West barred against the tide of homeseekers which marked and glorified the history of the past generation. It is time to call a halt before the available area of the public domain shall have been absorbed by speculative capital and closed against that great class for whose benefit as homesteads it was primarily set apart. The man who owns his homestead has a pecuniary as well as a sentimental interest in the conduct and stability of the government that protects him in his right to that home. There is no condition so conducive to loyalty, to law, and to public order as the ownership of the home. He who owns the roof that shelters him has something at stake, the security and value of which is dissipated in the presence of public disorder. The security, the permanency, and the efficacy of popular government have no more earnest champion than the man over whom the flag of his country waves as a symbol and guarantee to him of protection in his home.—*Hon. Edmund G. Ross in North American Review.*

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